A theoretical Framework about Leadership perspectives and Leadership styles in the Didactic Room

Gunnar Augustsson Ph. D. (corresponding author)

Associate Professor in Sociology, Department of Education, Mid Sweden University

Universitetsbacken 1, 871 88 Härnösand, Sweden

E-mail: gunnar.augustsson@miun.se

Lena Boström, Ph. D.

Associate Professor in Education, Department of Education, Mid Sweden University

Universitetsbacken 1, 871 88 Härnösand, Sweden

E-mail: lena.bostrom@miun.se

Abstract

This paper presents leadership perspectives and leadership styles in the didactic room. The paper problematizes and develops new knowledge concerning the complex and often paradoxical circumstances that characterize teachers' leadership. The aim is to develop new knowledge about teachers' leadership perspectives and styles in the didactic room. Our literature review demonstrates a lack of an explicit and unifying concept that encompasses teachers' various perspectives and behavioral styles in the didactic room. The meaning of the concept "perspective" precedes the implementation of an individual style of leadership by promoting alternative overviews that the teacher can use, depending on the context, situated activity/task, and student. Any style of leadership will then refer to a specific social behavior. Our result shows that using conscious didactic action skills, teachers can act more effectively and qualitatively better approach new and unpredictable problem situations.

Keywords: Didactic, Leadership, Pedagogic, Perspective, Style

1. Introduction

This conceptual paper is about teachers' leadership in actual teaching situations and within the teaching and learning processes that take place there. Teachers are faced with a complicated responsibility for organizing interactions and group processes, for applying their own skills in relation to the subject matter, and for understanding and presenting the subject matter in a way that optimally benefits the student. Dewey defined the teacher as follows:

> The teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these influences (Dewey, 1972, p. 88)

Leadership is what every teacher employs in their dealings with students and their parents (Billmayer, 2012; Crowther & Olsen, 1997; Ertesvåg, 2009; Granström, 2012; Steinberg, 2002, 2005; Stensmo, 2000, 2008). The association of leadership with the work that teachers perform can be explained by the fact that a) education is the managing of someone else's learning and development, b) the school, interacting with the surrounding society, has become much more than a "knowledge intermediary," and c) a teaching situation can be perceived as a small social organization, with the teacher as leader and the students as followers (Billmayer, 2012; Granström, 2012; Pounder, 2008; Steinberg, 2005; Stensmo, 2000). An important consequence of this association is that the circumstances of the teaching situation reflect what is happening in the community (Assarson, 2007; Billmayer, 2012; Bunar, 2001). The individual teaching situation, which we term "the didactic room" and includes teaching preconditions, implementation, and treatment of the subject matter and the students' learning, can thus be understood as a socially relevant background for the visualization of the different perspectives and styles of leadership.

The aim of the paper is to problematize and develop new knowledge concerning the complex and often paradoxical circumstances that characterize teachers' leadership perspectives and styles in the didactic room. The goal is to illustrate teachers' leadership in relation to the three relations in the didactic triangle: teacher-student, teacher-subject, and subject-student (Ullström, 2008). The relationships are expressed within a communicative and interactive process typified by power and influence relative to what is being discussed and on whose terms.

We believe that there is insufficient explicit theoretical knowledge of teachers' leadership in the didactic room. This dearth of knowledge is reflected in the existing scientific literature about leadership in schools, which is more concerned with school organization than with the actual teaching situation in a didactic perspective (Berg, 2003; Hattie, 2009; Jank & Meyer, 1997; Stensmo, 2000). The focus of the literature on school organization could lead to an underestimation of teachers' need for integrated knowledge of different leadership perspectives and styles that are applicable in the didactic room. This underestimation does not dismiss the fact that many teachers are well aware of their leadership responsibilities.

However, there is a risk that such awareness will remain tacit knowledge, rather than be developed into explicit knowledge, for the vast majority of teachers.

Another important reason for the need for integrated knowledge is provided by the Swedish perspective that teachers' leadership and didactic competence is emphasized in policy documents (National Agency for Education, 2011). These documents (Prop. 2009/10:89) are important for new teacher education and are requested in evaluations from The Swedish Schools' Inspectorate (Skolinspektionen, 2010) to increase teachers' professionalism and enhance the quality of the school.

This paper integrates approaches to leadership in the didactic room. The results will help fill a knowledge gap in this area by contributing scientifically based knowledge of teachers' leadership. The current state of knowledge is that a) there is a lack of didactic knowledge from a leadership perspective to better support students' learning approaches and reading comprehension, b) there are limited scientific studies on the complex circumstances of teacher leadership, c) it is difficult to find textbooks that are devoted to identifying the various types of complex, problem situations that teachers often face in their didactic leadership, d) it is difficult for teacher educators to find literature on leadership theory or empirical evidence that takes into account the teachers' own descriptions of and perspectives on their specific situations, and, finally, e) there are few or no courses in higher education that specifically address, in a compartmentalized manner, both the didactic room as a distinct social organization and teachers' unique and specific circumstances in terms of didactic leadership.

First, we create a background for our definition of the didactic room, and thereafter we discuss leadership in the didactic room and the use of different leadership perspectives and styles. The paper ends with a combined presentation of both knowledge about leadership perspectives and styles and knowledge about the didactic room.

2. Background

There is relatively broad international research on *leadership in the classroom* (Hattie, 2009; Stensmo, 2000, 2008), which is derived primarily from research on "classroom management" from the U.S. The Swedish research on this, however, has been relatively sparse in the last ten years (Berg, Sundh, & Wede, 2012). We have found the National Agency for Education overview (Granström, 2007) and *one* dissertation (Karlberg, 2011). Moreover, leadership in the classroom *from a didactic perspective* seems to be a completely unexplored area. This finding is surprising given that teachers, according to Hattie's (2009, p. 238) metaanlysis, are "the most powerful influences in learning" and that obtaining excellence in education advocates teachers' developing thinking, reasoning, and problem-solving skills and strategies about the curriculum.

Former national and international definitions of concepts such as *educational leadership* (Crowther & Olsen, 1997), *teacher leadership* (Little, 2003; Muijs & Harris, 2003; York-Barr & Duke, 2004), and *leaders in the classroom* (Grinder, 2003; Grinder & Bill, 1999; Stensmo,

2000, 2008) have not explicitly mentioned the didactic room. Instead, they referred to educational culture, schools, groups, or individuals. As a result, the analysis of teachers' leadership as its own, distinct phenomenon has largely been neglected. This neglect is particularly true for leadership and organization research in general (Berg et al., 2012).

2.1 Didactics: Explore, Describe, and Articulate Teachers' Leadership

Teachers are usually personally responsible for individual teaching situations. Teaching situations can range from a spatially limited classroom to an open area with a vaguely defined learning situation on a certain subject matter. Another type of teaching situation, *classroom diversity*, can be defined as a situation in which teachers are responsible for including students from different cultural backgrounds (Lahdenperä & Sandström, 2011). The complexity and variability of this type of didactic room constitutes the analyzing unit in this paper.

Didactics is defined as the science of teaching and learning both in theory and practice. It considers what teachers should teach and the connection between teaching goals and methods. Since didactics can be seen as both a practical science and the art of teaching, it requires a systematic approach using scientific principles and a professional who can master this art. The didactic scholar needs to apply general principles to changing situations and also to work cooperatively, because didactics is based on the interaction between teacher and student (Kansanen, Hansén, Sjöberg, & Kroksmark, 2011).

Didactics is used in schools to analyze learning situations and to use this analysis to determine and justify how teaching is conducted. There are usually four didactic areas that the teacher should consider: What should be taught? Why should it be taught? How should it be taught? To whom should it be taught? The analysis is linked to the answers to these questions (Jank & Meyer, 1997).

According to Uljens (1997), didactic theories and models are useful tools for teachers' profession development. Didactic models can also help create a reflective self-distance. Teachers can use theoretical language to describe their practice and thereby clarify and understand their pedagogical and educational choices and place their work in an educational context. Didactics can therefore be seen as a tool to explore, describe, and articulate the teacher's leadership in a teaching situation. Teachers' didactic skills are emphasized in policy documents and curriculum texts and are considered to enhance teachers' professionalism and provide them with important support in teaching (Kroksmark, 2000). Jank and Meyer (1997, p. 34) argued both that "the yardstick for the usability of the didactic theory of knowledge is successful teaching" and that this area has only been investigated to a limited extent, especially from a leadership perspective.

2.1.The Didactic Room

Leadership in education using didactic action competence may differ, depending on the subject matter. For example, didactic leadership in physics can be different from that in English. Our definition of the didactic room is based on Ullström's (2008) version of the didactic triangle.

Comenius described its complexity in the 1600s. The triangle consists of three axes ; teacher-student, teacher-subject, and subject-student (see Figure 1).
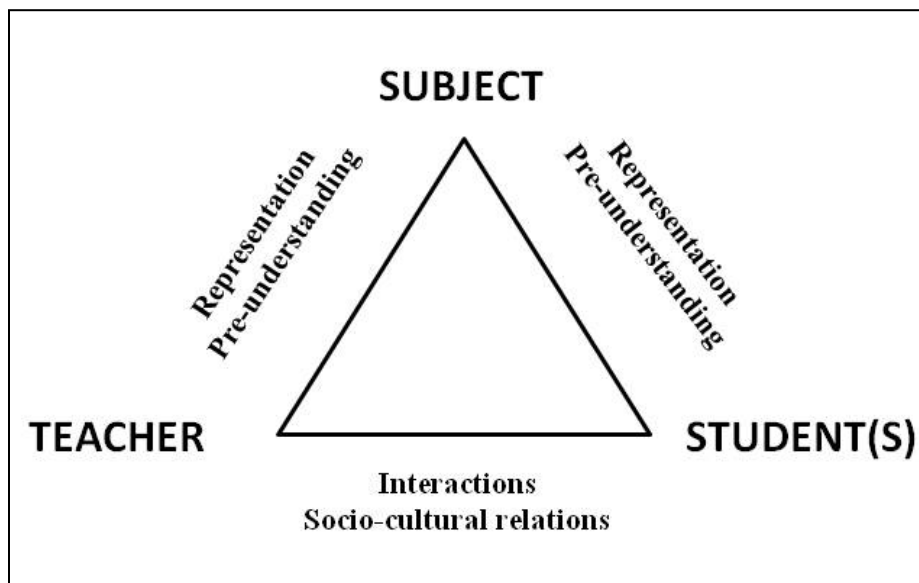

Figure 1. The didactic triangle from Ullström (2008)

The teacher-student axis concerns the interaction between teacher and student/student group, the teacher's awareness and intentions of his or her leadership, and the results of the leadership. This axis is connected to the teacher's knowledge of classroom interaction, group processes, and socio-cultural relations and the ability to handle this knowledge. An important and decisive factor for success in teaching is a good relationship between teacher and students (Hattie, 2009; Sylwester, 1997). The axis concerns teacher insight into what takes place in the didactic room and into his or her own leadership and teaching style (Boström, 2011a, 2011b; Stensmo, 2000). Therefore, this axis represents the micro-aspects of teaching and the link between the teacher's values and intentions, on one hand, and the teacher's ability to achieve a constructive learning environment in the didactic room, on the other (Grinder, 2008; Steinberg, 2012).

The teacher-subject matter axis includes the didactic questions that guide teachers in their choice of materials, teaching strategies, and personal performance. Even the rhetorical tradition is strongly connected to the didactic. The axis draws attention to both the teacher's behavior and his or her relationship to the subject matter, to what should be communicated, and, of course, why. Communication in this sense is about rhetoric, including the teacher's experience, oratory, understanding of the receiver, and ability to achieve a given communicative goal. Form and content are two aspects that mutually presuppose and condition each other (Hellspong, 2009). This axis is more about teachership, i.e., having an area of knowledge (the subject) and an ability to illustrate this knowledge (Steinberg, forthcoming). The axis also assumes, in a didactic sense, a teacher who is self-aware.

The subject-student axis includes the teachers' choice of strategies for stimulating the student/student group in an optimal way. The methodological axis is about the dialectic between understanding and performance. Knowledge is always situated and connected to an act or state of readiness. These acts or states include individual work, group work, subject and/or thematic integrated approaches, practical/abstract subject content, and work methods. Implicitly, this axis touches on the teacher's competence to expand his or her methodological repertoire to match the individual student and the student group, as well as other specific factors (Grinder, 2008). The axis deals with the exposition of the subject matter to the student in an accessible way that it is both individualized and has a progression (Boström, 2004). An understanding of people's unique styles and didactic matching is needed for success (Dunn & Dunn, 1999; Dunn & Griggs, 2007). An important factor in this axis is that the teacher assumes the students have preconceptions that enable them to understand the subject and enable the teacher to believe that he or she can lead the individual and group. Leadership requires the teacher to establish a agreement with the individual student and to get a student group to identify with the subject matter.

In short, the framework of the didactic room focuses on the teachers' responsibilities in the interaction between teacher and student, on didactic questions that help teachers in their choice of materials, and on teaching strategies.

3. Research on Teacher Leadership Delineated Circumstances

As mentioned earlier, there is little research on leadership in the didactic room. However, there is research that addresses teacher leadership delineated circumstances. Concerning the relationship between teacher and student, Ertesvåg (2009) introduced results from an evaluation of three aspects: academic support, emotional support, and monitoring of pupils' work and behavior. The results show an increase in all aspects, implying that teachers allow themselves to be influenced in their leadership. Pounder (2008) reported from a study of the combination of transformational and transactional leadership at a university in Hong Kong. However, this study does not investigate the teachers' view, but the students'. A particularly interesting feature of Pounders study is that it takes into account both organizational and cultural similarities and differences.

Freiberg and Lamb (2009) distinguished between teacher, student, and person-centered classrooms. They argued in favor of the person-centered classroom, in which all the participants share a leadership that is characterized by both teachers' and students' internalized self-discipline. In the person-centered classroom, teachers behave empathetically toward students; students feel an affiliation to the school; the climate is marked by a combination of risk-taking, trust, and a strong sense of community; and, last but not least, students employ self-discipline. Hattie (2009) showed that the most effective factors for leading learning in the classroom are *situational awareness* and *mindfulness*, which means that the teacher has an "appropriate mental set"—an awareness to quickly identify and respond to potential behavioral

problems—and is emotionally objective. Hattie concluded that the teacher-student relationship is a powerful moderator of teacher leadership.

Successful leadership in a classroom in which both the individual and group are matched verbally and nonverbally is described by Grinder (2000, 2003, 2008) and Von Zoller (2007). An awareness of one's perceptions, leads to the purposeful adaptation, shaping, and selection of methods of communication to convey the intention of the message, while simultaneously enhancing and sustaining the synchronized understanding among individuals. The studies of Ertesvåg (2009), Freiberg and Lamb (2009) Grinder (2000, 2003, 2008), Hattie (2009) Pounder (2008), and Von Zoller (2007) all illuminate the relationship between teacher and student and/or student group.

The student-subject relationship is addressed by Schussler (2009) and Mader (2009). Schussler (2009) explained how teachers can engage uninterested students through challenges, support, instruction, and relevance. Mader (2009) believes that a teacher and leader in the didactic room should abandon stimulating students by means of external rewards such as points or symbols of various kinds and should instead get to know students and what motivates them. The key to successful leadership, she said, lies in assigning schoolwork that is interesting for students.

Information on the individualization of teaching and the positive effects of it on performance, memory retention, attitudes, and behaviors is present in the research on learning styles (Dunn & Griggs, 2007), learning strategies (Riding & Rayner, 1998), and learning approaches (Rayner & Cools, 2010). Research on learning designs (Selander & Kress, 2010) has examined how students can best absorb subject content with the help of positive learning environments and aesthetic learning processes.

An understanding of the relation between the teacher and subject entails evaluating the process by which a teacher transforms general knowledge into subject matter. The teacher needs to give the subject a structure and the content a didactic form, and the teacher should be able to present the subject in an efficient manner. This methodological transformation is reported in Boström (2004) and Boström and Strzelecka, (forthcoming), especially regarding grammar didactics. The teacher's competence to expand his or her methodological repertoire and to meet diverse student needs is described in Boström (2011a). International research, particularly classroom management research, also subscribes to this perspective (Stensmo, 2000, 2008).

4. Teachers' Leadership Perspectives and Leadership Styles

Whether teachers have similar or different views of learning in the didactic room, they probably have diverse focuses and exhibit different behaviors toward students. In other words, teachers will notice different learning circumstances in the didactic room depending on whether they focus their attention on students' behavior (behaviorism), mental processes (cognitivism), or context-bound social and communicative interaction (socio-culturalism). We call the focal point *perspective* and the behavior *style*.

Gregory and Cornell (2009) argued that teachers should discipline students using a structural perspective (monitoring and behavioral control) combined with a response that is characterized by support (warmth, acceptance, and respectability of autonomy). The argument rests on the foundation that students need a combination of safety and order, on one hand, and independence and autonomy, on the other. Doyle (2009) emphasized the human and the situated aspect of classroom management. He believes that, in order to maintain order, a teacher needs to "organize classroom life and recruit, invite, persuade, or convince the students to join forces with her or him in participating in events for the specified period of time" (p. 158). Walker (2009) did not use the term *leadership* but reported on a study of three different approaches in the classroom: the authoritative, authoritarian, and permissive. The authoritative approach is characterized by a combination of high control and a high degree of care. The authoritarian links a high degree of control with a lower degree of care, and the permissive combines a low degree of control with a moderate degree of care. The results of this study have shown that the authoritative teacher best exhibits self-confidence, engagement, and academic performance at year's end. The same leadership styles were observed by Baumrind (1978), but her work pertained to parents' responses to their children. Baumrind suggested that the child's gender and normative environment is important for determining the standard of conduct that provides the best support for the child with respect to the desired result.

Arnolds-Granlund and Klockars (2004) studied teacher's roles in the context of using newspapers as teaching aids. The results showed that teachers occupy four distinct roles: director, prompter, principled, and walk-on. The results also showed that the most successful teaching role is the director, which was the best at allocating and maintaining his or her attention among the subject matter, the student, and the relationship between the subject matter and student. Finland's high results on the PISA tests have been studied from the teachers' perspective by Andersen (2006). The study was based on teacher-guided instruction with a fixed framework, structure, and rules for multiple work methods. The teacher was described as a conductor with a wide range of approaches.

The literature review demonstrates the lack of an explicit and unifying concept for teachers' separate perspectives and behavioral styles in the didactic room. Although research exists on teacher leadership, there is no research on the complexity of leadership in the didactic room.

4.1 Leadership Perspectives and Styles in the Didactic Room

How teachers develop, organize, and manage their teaching determines the nature of individual learning environments. Teachers therefore need to reflect on and guide effective learning, and individualization should be based on the needs of students. Stensmo (2000) noted that there is no single way to lead and teach that applies to all students, so teachers have to figure out the best way that works for their particular didactic room. Understanding their own learning strategies gives teachers' greater insight into their own and others' behavior and how this behavior affects teaching (Cavas, 2010; Hultberg, 2008).

Being a teacher means not only being competent in a subject area, but also, above all, being leading students' learning within a didactic room. To be a teacher also means to be very much aware of what one does, when, how, where, to whom, and why. In addition, teachers must also possess s consciousness of desirable and undesirable consequences of their actions in the didactic room. The teaching role is, among other things, to lead and organize teaching, tutor, instruct, motivate, inspire, set limits, and manage conflicts. We believe that the didactical triangle can be seen as an interactive and communicative tool for leadership in the didactic room and should therefore be understood as subsumed in a power relationship: What is discussed with whom, and on whose terms?

We define teachers' leadership in the didactic room as a process in which the teacher, with reference to the relationship among the national curriculum, the schools' policy documents, actual resources, the student group, and possibly parents' motives clarifies what needs to be done and how it should be performed through individual and collective efforts to achieve common thematic and didactic targets. Our concept is based on the definitions of leadership found in Burns (1978), Northouse (2007) and Yukl (2010).

An important dilemma in teacher leadership is the difficulty for the individual teacher in a specific situation to self regulates their values for participation that are improper to express (Sosik, Potosky, & Jung, 2002). From the student perspective, an individualized learning situation requires a different approach from the teacher than an organized group situation. Furthermore, a one-sided, authoritarian attitude to the individual student, student group, or parent is not desirable in general; instead, leadership is about socialization that also leaves room for the students' own development and fulfillment (Svensson, 2009). This dictate also applies to extraordinary situations in which the teacher is expected to take control, for example, in connection with an incident or accident of any kind.

Leadership for the teacher can be difficult due to the existence of multiple, and sometimes contradictory, circumstances that are often characterized by rapid shifts between alternative perspectives and leadership styles. Perspective refers to the switch between alternative overviews (Charon, 2004). Leadership style refers to the alternative behaviors govern a given perspective. We will first elaborate on the meanings of perspective and leadership style; thereafter, we connect them to the didactic room.

4.2 Leadership Perspectives

In our understanding, there are five leadership perspectives that teachers can apply in a particular didactic room: structural, symbolic, political, human, and self-awareness (Bolman & Deal, 2005; Yukl, 2010). The teacher's application of a particular perspective depends on how the teacher interprets and understands a particular situation or surrounding conditions regarding a particular didactic activity and involving a student or students.

Surrounding conditions

STRUCTURAL   **SYMBOLIC**
STABILITY AND ORDER   **IDENTIFICATION**

Activities/task   **SELF- CONSCIOUSNESS**   Student group/
                         SELF DISTANCE   student

POLITICAL   **HUMAN**
TEAMWORK/CONFLICT   **UNDERSTANDING**
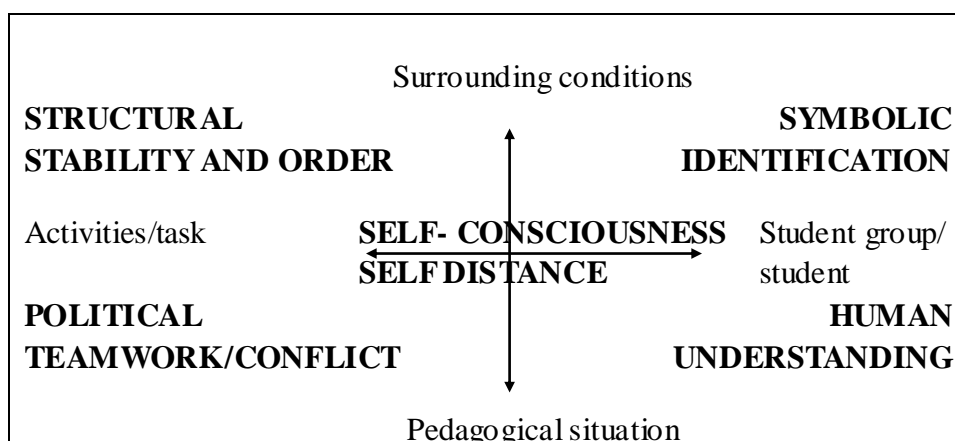
Pedagogical situation

Figure 2. Five leadership perspectives in the didactic room

Figure 2 shows that a didactic room is characterized of both surrounding conditions, in terms of policy documents and curriculum texts, and a particular pedagogical situation. In addition, it also is characterized by students and specific activities or practices. Within this framework, the teacher can alternate between five different leadership perspectives; each perspective places something particular in the foreground and puts something else into the background.

The structural perspective is characterized by the teacher's definition of the relation between a particular policy and curriculum and a particular set of ongoing activities. The point is to instantly set limits and enforce rules for a suitable working climate in relation to ongoing activities. The upholding of the policy and curriculum and actual activities assumes that the teacher has overall responsibility for ongoing activities (Bolman & Deal, 2005). The assumption rests on the idea that sharing and coordinating work create a good working atmosphere in the didactic room, which in turn is based on the belief that stability and order are positive attributes. The core of the structural perspective is that the teacher has more influence and a more active responsibility in the didactic room than the students has.

The symbolic perspective assumes the teacher's awareness of the fact that the students' feelings of social belonging to the application of the policy and curriculum in use inspire security and enhance self-esteem. The essence of this perspective lies in the teacher's understanding of each student's sense of belonging to the didactic room. A student's identification with the other students in the group gives meaning to what the student is doing or needs to do. Group membership is crucial for the individual student to feel secure in the didactic room's social "we" (Northouse, 2009; Yukl, 2010).

The political perspective helps the teacher discover that, within a group larger than two people, loyalties and disagreements usually develop between individuals, leading to negotiations, haggling, and competition (Bolman & Deal, 2005). The core of this perspective concerns social processes among individuals and the group. This perspective can help the teacher to consider a variety of interests, scarce resources, and power differences between individuals and smaller

group configurations in light of the current activity or task. It is important that group members can work together and solve those conflicts that instantly arise in particular situations in order to interact as a unit.

The human perspective helps the teacher recognize that people need to know and see evidence that they are developing both individually and as a group. The focus is on the individual student and the student group's need for appropriate treatment and stimuli. The teacher needs to take into account the different and often shifting needs of both the individual student and the student group (Bolman & Deal, 2005). It is essential that there is consensus and mutual give-and-take between the individual student and the student group in relation to what happens in the didactic room.

The self-consciousness perspective assumes that teachers are aware of themselves, which allows them to influence their impact on students and on what is currently happening in the didactic room (Yukl, 2010). This perspective is all about teachers' self-understanding and management of individual students and the student group in relation to the current subject. Through their presence, self-aware teachers can affect both students and different situations in the didactic room in a constructive way. Self-awareness is helpful because it gives teachers the opportunity to distance themselves, to look at themselves through the eyes of others, to quickly learn from their own mistakes, and to correct them without taking offense.

Matrix 1 shows that the combination of the didactic triangle and leadership perspective enables teachers to momentarily define and align their leadership focus in specific situations.

Matrix 1. The didactic room and its leader perspectives

		The didactic room		
		Teacher-student	*Student-subject*	*Teacher-subject*
Leadership perspectives	**Structural**	Awareness and understanding of what different types of student groups need and the creation of boundaries and social rules to maintain a good social order.	Focus on social order and a constructive working atmosphere in the relationship between students and ongoing learning activities.	Understanding of the organization of appropriate working methods in relation to the subject matter. Understanding the structure in the teacher presentation.
	Symbolic	Understanding of the importance	Knowledge of the importance of	Ability to support the student's

		that the individual student feels affiliation to the shared learning situation.	students' identification with ongoing learning activities and the personal connection between the subject and the students/group.	identification with both methods and subject, and teachers' self-identification and affiliation with the subject.
	Political	Insight into social processes between individuals and groups and in small groups. The teacher's repertoire of action strategies for intergroup relations is important.	Familiarity with individual pupils and different views on various subjects. Selection of the activity/task that matches the group.	Understanding of the individual student and the student group's different preferences for and knowledge of various subjects.
	Human	Insight into individual students', the group's, and the teacher's own specific development needs in a constructive learning environment.	Knowledge of the relationship between individual students and subgroups and their disparate preconceptions in specific subjects. Individualization of the content in the subject matter.	Knowledge of individual students' needs for specific work methods necessary to understand a certain type of subject knowledge.
	Self-cons cious	Self-awareness of how to handle different kinds of social micro-aspects. The teacher's ability to dissociate himself or herself from the actual relation.	Self-insight into how to best stimulate the student based on his/her current understanding.	Self-awareness of how alternative ways of presenting the subject to different students can affect their learning.

Regardless of the perspective a teacher uses in a given situation in the didactic room, the teacher can choose between alternative behaviors. The choice of a particular perspective helps the teacher to define the current situation in terms of a possible need for a proactive or reactive

teaching effort. This definition will, in turn, enable the teacher to choose between three leadership styles.

4.3 Leadership Styles

Leadership style refers to a set of behaviors that are based on a certain premise: for example, authoritarian, democratic, or laissez-faire (Bolman & Deal, 2005; Larsson et al., 2003; Northouse, 2007). We have selected those that have been developed by Larsson (2010) and Larsson et al. (2003), which are non-leadership, conventional leadership, and developmental leadership. In the same way as they can regarding perspectives, teachers can switch between different leadership styles from one moment to another.

Non-leadership (NL) is an approach in which the leader avoids his or her responsibility. This avoidance can be expressed in different ways. Larsson (2010, p. 23) mentions the possibilities of not "taking a position on important issues," being indifferent, avoiding taking responsibility, not being available when needed, and withdrawing for various reasons. Furthermore, Baumrind (1978) added a unilateral affirmation of, acceptance of, and sympathetic attitude toward the student and the presentation of the teacher himself or herself as a resource that students can use at their discretion.

Conventional leadership (CL) is associated with a controlling and correcting posture and conditional agreements between teacher and student. Figuratively speaking, it is the "carrot and stick" that dominate the relationship between teacher and student. In a teaching situation, conventional leadership means education via conditional reinforcement: "If you do 'this,' you can enjoy 'that'." Larsson (2010) does not preclude the pursuit of agreements, for example, the ability of subordinates to negotiate with the manager about having more time at their disposal. In this context, it is possible to talk about the teacher's use of a verbal give-and-take in relation to the student. In addition to the "carrot and stick" and "agreements," Larsson included a control aspect in which leaders either take the necessary control measures or control more than necessary. The control aspect is often characterized, according to Larsson, by a goal orientation with a lack of personal care. This characterization means that CL to a high degree is based on the perception that student autonomy is limited.

Developmental leadership (DL) is characterized by the teacher as a role model in the teaching situation, showing personal care toward and inspiring and motivating the students. For a teacher, being a role model includes implementing the school's core values and acting responsibly with regard to them. Personal care involves both emotional and tangible support and a corrective and constructive attitude (Larsson, 2010). To inspire and motivate is to encourage participation and creativity. The implication of DL is that the teacher behaves rationally and objectively, in combination with showing the student respect. The teacher uses a strategic verbal or a non-verbal give-and-take that stimulates participation and conveys constructive support but also confronts students who are not doing a good enough job. The teacher can be said to maintain an adult perspective combined with the individual

acknowledgment of the student. Lastly, the teacher's behavior is characterized by consistency between thoughts, attitudes, and behaviors.

Matrix 2 demonstrates the connection between the didactic triangle and the leadership styles between which the teacher can shift in different situations.

Matrix 2. The axes in the didactic room and alternative leadership styles

	Teacher-student	Student-subject	Teacher-subject
Non-leadership	The teacher does not interfere proactively in the interaction but is there as a reactive resource for students.	The teacher hands over responsibility for the learning of the topic to the student.	The teacher keeps subject knowledge to himself/herself, unless the student asks for it.
Conventional leadership	Teacher motivates students by using the "carrot and stick" or various types of contingent agreements. The result is followed up with controls of various types.	The teacher checks and corrects the student's learning with the idea of stimulus and response in a more or less strict sense.	The teacher selects the material and method that make it possible to control and monitor student learning in a rational and impersonal way.
Developmental leadership	The teacher represents the school's core values and combines an objective, adult perspective on these with confirmation of the individual student's achievements.	The teacher supports and inspires students to participate in developing their knowledge of the subject.	The teacher tries in various ways to communicate and motivate students to tackle and solve various tasks as independently as possible.

Matrix 2 illustrates the connection between the didactic triangle and alternative leadership styles between which the teacher is be able to choose. The choice allows the teacher to use a particular style whose purpose is to adhere to a particular focus of the didactic triangle. In cases where the teacher combines her style with a certain perspective, it becomes possible to consciously and strategically communicate and interact with students as a leader of the didactic room.

5. Discussion

This paper provides a theoretical framework about leadership perspectives and leadership styles in the didactic room. It is based on research on didactics, leadership, and classroom

management. The aim is to develop new knowledge about teachers' leadership perspectives and styles in the didactic room. The motive is the importance of connecting teachers' leadership to the didactic room. It can be difficult to isolate teachers' leadership from their teachership, and we believe it is important and necessary to do so. Teaching requires ever-higher management skills, and the Swedish policy documents emphasize teacher leadership as a key factor in students' success.

It is therefore important to highlight different possible leadership perspectives in the didactic room. Such visualization facilitates the adoption of a didactic focus on the structural, symbolic, political, human, and self-conscious aspects of what goes on in the didactic room. This visibility enables teachers, from a situational-specific consideration, to choose between at least three alternative leadership styles. Such an option emphasizes teachers' need to be aware of what takes place in the didactic room and of what style of leadership is best suited to individual situations.

In this paper, it is the fusion of leadership perspectives and leadership styles in the didactic room that is both understood and explained. The concept *perspective* precedes the implementation of the individual style of leadership by promoting alternative overviews between which the teacher can switch depending on the context, situated activity/task, and student. No matter what style of leadership a teacher then uses will then refer to a specific social behavior.

Questioning and reflecting during ongoing situations makes it possible to thereby develop a new and better in-demand teaching practice (Jank & Meyer, 1997; Kroksmark, 2000; Uljens, 1997). Using conscious didactic action skills, teachers can act more effectively and qualitatively better approach new and unpredictable problem situations.
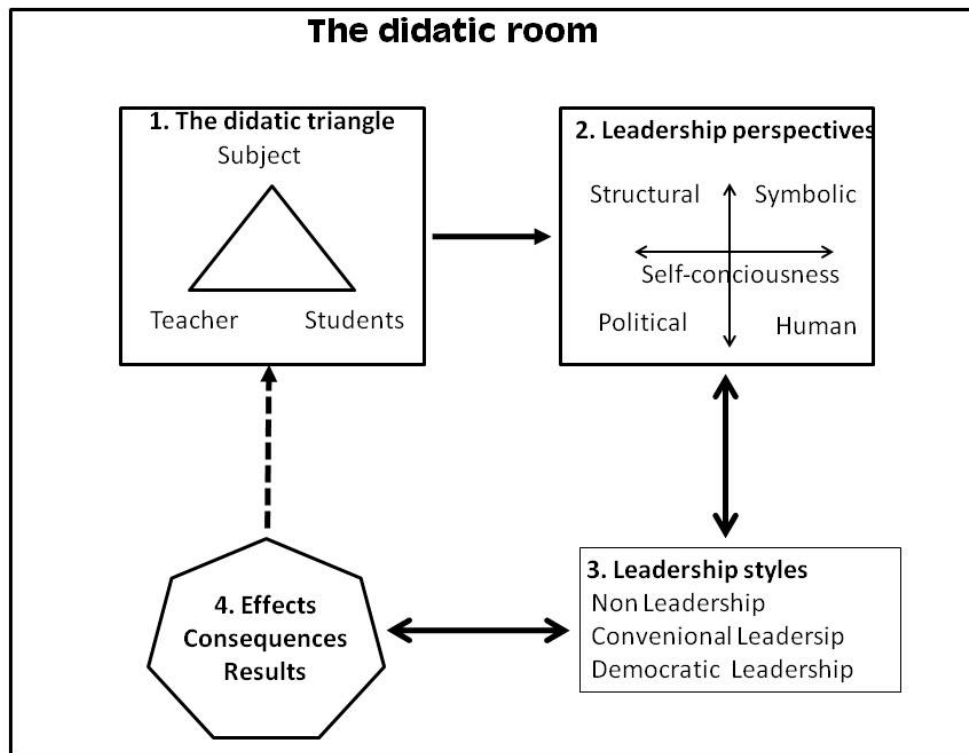
Figure 3.   Aspects of teachers' leadership in the didactic room

Figure 3 summarizes and shows a complex and multifaceted picture of teachers' leadership in the didactic room. The teacher has a conscious or subconscious awareness of the content in the didactic triangle [1]. This awareness characterizes the teacher's choice of leadership perspective [2]. The choice of perspective will be connected to a particular leadership style [3] that may lead to an exchanged perspective and/or an exchanged style in a dynamic way. These choices will ultimately lead to different consequences, effects, and results on learning and teaching [4]. These consequences, effects, and results may in turn end up in a change of use of the content in the didactic triangle.

5.1 Pedagogical Implications

The chosen style has an impact on performance, learning, behavior, group processes, and work satisfaction. A more conscious leadership in the didactic room means that teachers can be more aware of underlying epistemological issues and develop their pedagogical considerations, make informed decisions that are based on certain values. They can, using Selander and Kress's (2010) expression, *design for learning*, by creating conditions for teaching and learning and learning processes. It might even be better termed *design for leadership* in the didactic room.

Better awareness can enhance teachers' professionalism and give them practical skills for teaching. With the help of the didactic theory of knowledge and insights into the leadership role in combination with the analysis of practical work, teachers can also better and more effectively learn about and evaluate the effects of such teaching models. Teachers can with

these skills become aware of their actions and methods. Didactic action skills will also be made clear in the leadership perspective, which in turn will have an impact on student learning.

5.2 Continued Research

This theoretical framework on leadership in the didactic room opens arenas for research from many different perspectives. Research can be conducted on leadership styles, leadership perspectives, leadership strategies, the learning process, process performance, academic performance, teacher learning, methodological implications, and more in multi- and multi-trans-disciplinary perspectives. We believe that there is a need for more empirical research on teachers' combination of leadership perspectives in the didactic room and their attitudes toward the leadership style that best suits a given situation. Such research may make it possible to problematize any variety of leadership styles in relation to different perspectives on the events/circumstances in the didactic room. Ultimately, this type of problematization will allow instructors to offer teachers both a defined and realistic understanding of teachers' leadership in the didactic room. Like Steinberg (forthcoming), we believe that teachers' craft in the classroom can be clarified and better researched.

References

Andersen, F. Ø. (2006). *Finsk pedagogik—Finsk folkeskola* [Finnish education—Finnish elementary school]. Fredrikshavn: Dafolo.

Arnolds-Granlund, S.-B., & Klockars, C. (2004). *Spelet om lärande: Dagstidningen som manus eller rekvisita* [The game about learning: The daily newspaper as a script or props]. Vasa: Åbo Akademi. Pedagogiska fakulteten.

Assarson, I. (2007). *Talet om en skola för alla: Pedagogers meningskonstruktion i ett politiskt uppdrag* [Talk of a school for everyone: Teachers' construction of meaning in a political mission]. Malmö: Lärarutbildningen, Malmö högskola. Retrieved from http://dspace.mah.se:8080/bitstream/2043/3417/4/Avhandling.pdf

Baumrind, D. (1978). Parental disciplinary patterns and social competence in children. *Youth Society*, *9*(3), 239–267.

Berg, G. (2003). *Att förstå skolan: En teori om skolan som institution och skolor som organisationer* [Understanding the school: A theory of school as an institution and schools as organizations]. Lund: Studentlitteratur.

Berg, G., Sundh, F., & Wede, C. (2012). *Lärare som ledare i och utanför klassrummet* [Teachers as leaders in and outside the classroom]. Lund: Studentlitteratur.

Billmayer, J. (2012). Lärares ledarskap i svensk film och tv [Teacher leadership in Swedish film and television]. In G. Berg, F. Sundh, & C. Wede (Eds.), *Lärare som ledare i och utanför klassrummet* (pp. 71–86). Lund: Studentlitteratur.

Bolman, L. G., & Deal, T. E. (2005). *Nya perspektiv på organisation och ledarskap* [Reframing Organizations—Artistry, Choice and Leadership] (3rd ed). Lund: Studentlitteratur.

Boström, L. (2004). *Lärande & metod: Lärstilsanpassad undervisning jämfört med traditionell undervisning i svensk grammatik* [Learning and method: Learning-style adjusted teaching

compared to traditional teaching of Swedish grammar] (Doctoral dissertation, Jönköping University). Jönköping: Jönköping University Press.

Boström, L. (2011a). Elevers lärstilar i jämförelse med deras lärares lärstilar. En jämförande studie av elever och lärare i ungdomsskolan i Danmark [Students' learning styles in comparison to their teacher's learning style. A comparative study of students and teachers in youth schools in Denmark]. *Pædagogisk psykologisk tidsskrift*,*47*(5), 560–580.

Boström, L. (2011b). How do teacher students for compulsory school learn compared to music teacher students in Sweden? A comparative study of two different student teacher groups in Sweden. *The Quality of Higher Education*, 8, 158-179.

Boström, L., & Strzelecka, E. (forthcomming). *Grammatiken till heders igen! Om ett nytänkande i grammatikdidaktik* [The grammar into its own again! A new approach in grammar teaching]. Manuscript submitted for publication.

Bunar, N. (2001). *Skolan mitt i förorten: Fyra studier om skola, segregation, integration och multikulturalism* [The school in the middle of suburbia: Four studies on school segregation, integration and multiculturalism]. Eslöv: B. Östlings bokförl. Symposion.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Cavas, B. (2010). A study on pre-service S styles in Turkey. *Science Education International*, *21*(1), 47–61. http://www.icaseonline.net/sei/march2010/p4.pdf

Charon, J. M. (2004). *Symbolic interactionism: An introduction, an interpretation, an integration* (8th ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.

Crowther, F., & Olsen, P. (1997). Teachers as leaders—An exploratory framework. *International Journal of Educational Management*, *11*(1), 6–13. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1108/09513549710155410

Dewey, J. (1972). My Pedagogic Creed. In *The early works, 1882-1898. 5, 1895-1898. Early essays* (pp. 84–95). Carbondale: Southern Ill. Univ. Press.

Doyle, W. (2009). Situated practice: A reflection on person-centered classroom management. *Theory into Practice*, *48*(2), 156–159. doi: 10.1080/00405840902776525

Dunn, R., & Dunn, K. (1999). *The complete guide to the learning style in service system*. Boston: Allyn & Bacon.

Dunn, R., & Griggs, S. (2007). *Synthesis of the Dunn and Dunn learning-style model research: Who, what, when, where, and so what?* Jamaica, N.Y.: St. John's University Press.

Ertesvåg, S. K. (2009). Classroom leadership: The effect of a school development programme. *Educational Psychology*, *29*(5), 515–539. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1080/01443410903122194

Freiberg, H. J., & Lamb, S. M. (2009). Dimensions of person-centered classroom management. *Theory into Practice*, *48*(2), 99–105. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1080/00405840902776228

Granström, K. (2012). Tre aspekter på lärares ledarskap i klassrummet [Three aspects of teacher leadership in the classroom]. In G. Berg, F. Sundh, & C. Wede (Eds.), *Lärare som ledare i och utanför klassrummet* (pp. 29—48). Lund: Studentlitteratur.

Granström, K. (2007). Forskning om lärares arbete i klassrummet [Research on teachers' work in the classroom]. *Forskning i fokus*, *33*. Retrieved from http://www.skolverket.se/publikationer?id=1846

Gregory, A., & Cornell, D. (2009). "Tolerating" adolescent needs: Moving beyond zero tolerance policies in high school. *Theory into Practice*, *48*(2), 106–113. doi: 10.1080/00405840902776327

Grinder, M. (2000). *A healthy classroom: Educational group dynamics*. Battle Ground, WA: Michael Grinder & Associates.

Grinder, M. (2003). *ENVoY: Your personal guide to classroom management*. Battle Ground, WA: Michael Grinder & Associates.

Grinder, M. (2008). *Managing groups*. Battle Ground, WA: Michael Grinder & Associates.

Grinder, M., & Bill, M. (1999). *Ledarskap och lärande i klassrummet* [Righting the educational conveyor belt]. Jönköping: Brain Books.

Hattie, J. A. C. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Hellspong, L. (2009). Förhandling som samtalsdidaktisk modell [Negotiation as a conversational didactic model]. In B. Schüllerqvist, M. Ullström, & S.-O. Ullström (Eds.), *Ämnesdidaktiska brobyggen: didaktiska perspektiv inom lärande och forskning* (pp. 132–138). Karlstad: Karlstad University Press. Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:kau:diva-4427

Hultberg, C. (2008). Instrumental students' strategies for finding interpretations: Complexity and individual variety. *Psychology of Music*, *36*(1), 7–23. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1177/0305735607079719

Jank, W., & Meyer, H. (1997). Nyttan av kunskaper i didaktisk teori [The utility of knowledge in didactic theory]. In M. Uljens (Ed.), *Didaktik* (pp. 17–34). Lund: Studentlitteratur.

Kansanen, P., Hansén, S.-E., Sjöberg, J., & Kroksmark, T. (2011). Vad är allmändidaktik? [What is didactics?] In S.-E. Hansén & L. Forsman (Eds.), *Allmändidaktik: vetenskap för lärare* (pp. 29–48). Lund: Studentlitteratur.

Karlberg, M. (2011). *Skol-Komet: Tre utvärderingar av ett program för beteendeorienterat ledarskap i klassrummet* [*School comets: Three evaluations of a program for behavior-oriented leadership in the classroom*]. Uppsala: Acta Universitatis Upsaliensis. Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-134784 urn:nbn:se:uu:diva-134784

Kroksmark, T. (2000). Didaktik och lärares yrkeskunskap [Didactics and teachers' professional knowledge]. In E. Alerby, H. Johansson, P. Kansanen, & T. Kroksmark (Eds.), *Lära om lärande* (pp. 62–74). Lund: Studentlitteratur.

Lahdenperä, P., & Sandström, M. (2011). Klassrummets mångfald som didaktisk utmaning [Classroom diversity as didactic challenge]. In S.-E. Hansén & L. Forsman (Eds.), *Allmändidaktik: Vetenskap för lärare* (pp. 91–114). Lund: Studentlitteratur.

Larsson, G. (2010). *Ledarskap under stress* [*Leadership under stress*]. Malmö: Liber.

Larsson, G., Carlstedt, L., Andersson, J., Andersson, L., Danielsson, E., Johansson, A., Johansson, E. (2003). A comprehensive system for leader evaluation and development. *Leadership & Organization Development Journal, 24*(1), 16–25. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1108/01437730310457294

Little, J. W. (2003). Constructions of teacher leadership in three periods of policy and reform activism. *School Leadership & Management*, *23*(4), 401–419. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1080/1363243032000150944

Mader, C. E. (2009). "I will never teach the old way again": Classroom management and external incentives. *Theory into Practice*, *48*(2), 147–155. doi: 10.1080/00405840902776483

Muijs, D., & Harris, A. (2003). Teacher leadership—Improvement through empowerment? *Educational Management Administration & Leadership, 31*(4), 437–448. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1177/0263211X030314007

National Agency for Education. (2011). *Curriculum for the compulsory school, preschool class and the leisure-time centre 2011*. Northouse, P. G. (2007). *Leadership. Theory and practice* (4th ed.). Thousands Oaks, CA: Sage.

Northouse, P. G. (2007). *Leadership. Theory and Practice* (Fourth ed.). Thousands Oaks, CA: Sage.

Northouse, P. G. (2009). *Introduction to leadership: concepts and practice*. Los Angeles, Calif.: SAGE.

Pounder, J. S. (2008). Full-range classroom leadership: Implications for the cross-organizational and cross-cultural applicability of the transformational-transactional paradigm. *Leadership*, *4*(2), 115–135. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1177/1742715008089634

Prop. 2009/10:89 *Bäst i klassen: En ny lärarutbildning* [Best in class: A new teacher education]. Stockholm. Retrieved from http://www.regeringen.se/content/1/c6/13/93/30/100696be.pdf

Rayner, S., & Cools, E. (2010). *Style differences in cognition, learning, and management. Theory, research, and practice*. New York: Routledge

Riding, R., & Rayner, S. (1998). *Cognitive styles and learning strategies: Understanding style differences in learning and behaviour.* London: David Fulton.

Schussler, D. (2009). Beyond content: How teachers manage classrooms to facilitate intellectual engagement for disengaged students. Theory into Practice, 48(2), 114–121. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1080/00405840902776376

Selander, S., & Kress, G. R. (2010). *Design för lärande: Ett multimodalt perspektiv* [Design for learning: A multimodal approach*]*. Stockholm: Norstedt.

Skolinspektionen. (2010). *Arbetar skolor systematiskt för att förbättra elevernas kunskapsutveckling?* [Do schools work systematically to improve pupils' knowledge development?] Stockholm: Skolinspektionens rapport 2010:10.

Sosik, J. J., Potosky, D., & Jung, D. I. (2002). Adaptive self-regulation: Meeting others' expectations of leadership and performance. *The Journal of Social Psychology*, *142*(2), 211–232. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1080/00224540209603896

Steinberg, J. *Att leda klassrumshantverket. Lärares ledarskap* [Leading classroom crafts. Teachers' leadership]. Lund: Studentlitteratur.

Steinberg, J. (2002). *Humanistiskt ledarskap: En praktisk handbok* [Humanistic leadership: A practical guide*]*. Stockholm: Svenska förlaget.

Steinberg, J. (2005). *Ledarskap i klassrummet* [Leadership in the classroom]. Gleerups.

Stensmo, C. (2000). *Ledarstilar i klassrummet* [Leadership styles in the classroom]. Lund: Studentlitteratur.

Stensmo, C. (2008). *Ledarskap i klassrummet* [Leadership in the classroom] (2nd ed., rev.). Lund: Studentlitteratur.

Svensson, L. (2009). *Introduktion till pedagogik [*Introduction to Education*]*. Stockholm: Norstedts akademiska förlag.

Sylwester, R. (1997). *En skola för hjärnan* [*A school for the brain*]. Jönköping: Brain Books.

Uljens, M. (1997). *Didaktik: Teori, reflektion och praktik* [Didactics: Theory, reflection and practice]. Lund: Studentlitteratur.

Ullström, S.-O. (2008). Ämnesdidaktik som bro och vetenskap [Subject didactics as a bridge and science]. In B. Schüllerqvist, M. Ullström, & S.-O. Ullström (Eds.), *Ämnesdidaktiska brobyggen: Didaktiska perspektiv inom lärande och forskning* (pp. 10–23). Karlstad: Karlstad University Press. Retrieved from http://urn.kb.se/resolve?urn=urn:nbn:se:kau:diva-4427urn:nbn:se:kau:diva-4427

Von Zoller, K. (2007). *Nonverbal patterns of teachers from five countries: Results from the TIMSS-R video study*. Fresno, CA: California State University.

Walker, J. M. T. (2009). Authoritative classroom management: How control and nurturance work together. *Theory into Practice*, *48*(2), 122–129. http://proxybib.miun.se/login?url=http://dx.doi.org/10.1080/00405840902776392

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, *74*(3), 255–316.

Yukl, G. A. (2010). *Leadership in Organizations* (7th ed.). Upper Saddle River, N.J.: Harlow, Pearson Education. http://proxybib.miun.se/login?url=http://dx.doi.org/10.3102/00346543074003255