Learning to Lead against the Grain
Dramatizing the Emotional Toll of Teacher Leadership

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Introduction

Tremendous research on teacher leadership over the last decade has revealed both the prevalence of and the imperatives for a model teaching force that can actively participate in school improvement (Harrison & Killion, 2007; Katzenmeyer & Moller, 2001; Leithwood & Riehl, 2003). As distributed leadership models normalize in educational institutions, it is no surprise that those duties being distributed would fall to teachers. In fact, Katzenmeyer and Moller (2001) proposed "within every school there is a sleeping giant of teacher leadership which can be a strong catalyst for making change" (p. 2). The reliance on the principalship alone to provide such things as curricular and instructional leadership and enact new missions or reforms is, for a variety of reasons, no longer viable. Though excellent principal and administrative leadership is still highly desired in all schools, in today's more collaboratively oriented and more diversely minded teaching staffs, the emergence of teacher leaders as a paradigm of effectiveness in building the entire school's

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capacity to improve is both understandable and compelling (Harrison & Killion, 2007).

The highly participative teacher leader paradigm is so prevalent that most graduate level teacher preparation programs have positioned themselves with this distinction, that of preparing teacher leaders, as opposed to merely preparing "teachers" (Nolan & Palazzolo, 2011). This emphasis on preparing teacher leaders is timely for both the programs and the students who will gravitate toward them. There seems to be an attraction for today's university student to seek out programs that will help them successfully assume teacher leadership roles, whether it is in order to thrive in collaborative environments, to access greater leadership opportunities in the future, or as a preliminary step toward eventual goals in administering schools (Hilty, 2011; Nolan & Palazzolo, 2011; Orr & Orphanos, 2011). However, approaches to professionally develop teachers as leaders that do not foster more robust understandings of the complex socio-emotional dynamics of adult-to-adult relationships within schools may be ineffectual (Goleman, 2006). What are needed are representations and presentations of the socio-emotional costs of leading in schools that bring vulnerability, fragility, and, hopefully, resiliency to heightened prominence (Saldaña, 2010).

There are obviously good reasons to inundate our schools with teachers who are self-reliant, forward thinking, and able to lead and manage changes for the betterment of student learning. Teacher leaders can embody the best thinking about teaching and learning (Leithwood & Riehl, 2003), and that thinking can challenge normative practices at times. This article illustrates a creative approach to supporting the growth of such teachers and offers a methodology that allows them to develop their leadership capacities through ethnodrama (Saldaña, 2005). Through witnessing and performing dramatic scripts that grapple with the cost of going against the grain (Greene, 1978), current and developing teacher leaders are allowed to reflect on others'—as well as their own—experiences and construct a new, critical awareness of the potential challenges facing them as teacher leaders. The authors share their transdisciplinary approach to teacher leadership preparation that fuses strategies and methods from both the theatre arts and teacher leadership preparation. The results of their practical study of dramatizing stories of teacher leadership challenges are summarized here.

A Brief Review of Teacher Leadership

It is important to understand the allure of teacher leadership, given the challenges teacher leaders face. After summarizing the prevailing

belief that leadership from teachers is critical to a school's success no matter how hard it is to enact, we will take a look at the need to understand the lived experience, or actual embodiment of teacher leadership. Then we will describe the particular andragogical pathway this study took to render the stories of teacher leadership in shared performances of scripted dramas.

The Allure of Teacher Leadership

Supporting and cultivating teacher leadership as a way to build an entire school's capacity to improve appears to be "de rigueur" in educational research (Birky, Shelton & Headley, 2006; Harrison & Killion, 2007; Katzenmeyer & Moller, 2001; Leithwood & Riehl, 2003; Stoelinga & Mangin, 2010). Though it could be presumed that only master teachers would move into the ranks of teacher leaders, in fact some researchers have gone so far as to propose that teacher leadership education should begin in the pre-service program at the university and that curriculum and field experiences be structured to emphasize a teacher's responsibility toward school improvement early on. It is thought that such tactics would encourage beginning teachers to take on limited leadership roles at the beginning of their careers (Katzenmeyer & Moller, 2001). Indeed it seems logical that programs purporting to produce teacher leaders should form graduates with some grasp of leadership skills, dispositions or attitudes.

The term teacher leadership has sometimes referred to solo endeavors and at other times the collective. At times it has indicated dutiful enactments of top-down policy and other times stood for a grass roots level shift in power and leverage at schools. Teacher leadership has been defined in a variety of ways during the past two decades, thus making distinct comparisons across the literature difficult (Goodwin, 2013). However, the definition offered by the Center for Comprehensive School Reform and Improvement (2005) provides a broad understanding of the concept:

> Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement. Such team leadership work involves three intentional development foci: individual development, collaboration or team development, and organizational development. (pp. 287-288)

Indeed, teacher leadership, as a thriving subset of the larger phenomenon of educational leadership, sounds like an excellent thing to cultivate; one can hardly envision anything but improvement for our schools when contemplating the concept of teachers being the best they can be as indi-

viduals, as collaborators and as people who care about the organization of a school as a whole.

In actively working for positive change, teacher leaders can "justify," that is, they can make right or bring into alignment the weakest links, barriers to success and inequities found within a particular educational institution. (Blase, 1991; Hilty, 2011; Lai & Cheung, 2014). They can build a school's capacity. Teachers spend hours and hours everyday before school, at school, and after school, doing just that.

However, though the challenges to teacher leadership such as workload, time, testing constraints, colleagues' disapprobation, and unsupportive principals (Barth, 2001) are certainly alluded to in the literature on teacher leadership, and, while it is understood that a distributed leadership model can lead to more complexity in the management structure and communication lines (Hulpia, Devos & Keer, 2009), there appear to be minimal references to what might be termed the "socio-emotional cost" of teacher leadership experienced within these documented challenges and circumstances (Goleman, 2006). Even calls for teacher leadership to address more training in social justice (Cambron-McCabe, 2005) tend to treat social justice as a subject to be taught, discovered, and explored by student teachers but not as a concept intended to be applied to the interpersonal relationships among the adults who work in schools.

Teacher leaders who experience great success at interpersonal communication, follow policy, enact new, research-based instructional strategies, or do any of the other myriad activities of today's multi-faceted teacher leaders, often face a daunting reality that is rarely spelled out in the positivistic literature on teacher leadership: there is often a personal price paid for enacting change, particularly when it involves acting justly, no matter how rational and effective the change might be. While the effort to create a cadre of leaders within the teaching ranks is rhetorically supported by nearly everybody in the educational community writ-large, it is, in reality, supported by far fewer in the ways that schools are organized and operated (Tyson, 1993). Barth (2001) noted that something deep and powerful within school cultures seems to work against teacher leadership.

Given the challenges outlined above, prospective teachers are not served well by initial teacher preparation programs where the actual constraints on teacher leadership and the related ethical dilemmas of school leadership are not addressed (Hilty, 2011; Nolan & Palazzo, 2011). Some exposure to the potential obstacles to enacting the ideals of teacher leadership would assist graduate students in a helpful orientation process to the complexity of teacher leadership. However, simple lecture or class discussion, while a preliminary step, may not be the most effective

method through which to accomplish this goal. Exposure to traditional case studies wherein management strategies are removed from any context of schools and devoid of the emotional aspects of leadership may be minimally helpful (Beatty, 2000; Cranston & Kusanovich, 2013). Numerous authors (Ashblaugh & Kasten, 1991; Kowalski, 2011; Midlock, 2011; Strike, Haller & Soltis, 2005) propose that the traditional case study approaches to learning about leadership, where students sit and pronounce judgments on stories they read (Mintzberg, 2004), allows them to think about leadership concepts. However, these largely sedentary approaches fail to allow students to explore the socio-emotional dynamics and the underlying values beneath the actions that are presented in the case (Argyris, 1980; Goleman, 2006; Knowles, 1980). What are needed, Terehoff (2002) suggests, are professional development opportunities designed around adult learning principles.

In an attempt to help future teacher leaders anticipate some of the resistance they might face when leading for change, it seems a more immersive and complex modeling method than reading and discussing case studies is needed (Strike et al., 2005). In view of the fact that the allure of teacher leadership is so strong, student teachers and practicing teachers in professional development ought to be exposed to a more dynamic andragogical approach (Knowles, 1980) that opens them up to the complexity of the socio-emotional interrelationships of the individuals who try to lead in schools (Goleman, 2006).

While Knowles's (1980) theory of andragogy has been critiqued for lacking a deep conceptual framework (Hartree, 1984), arguably the adult learning principles described by Knowles (1980) provide general guidelines for establishing effective adult learning contexts (Merriam, 2001). The authors' specific use of ethnodrama (Saldaña, 2005) to dramatize the socio-emotional (Goleman, 2006) cost of teacher leadership included processes designed to establish a suitable physical and psychological climate for the adult learner. Such a climate would intentionally feature norms of mutual respect, trust, collaboration, and an openness to alternate and, at times, divergent points of view (Knowles, 1980). The ethnotheatre process, as employed in the Drama in School Leadership workshops and presentations, with its multiple characters representing diverse stakeholder's voices and concerns, fosters such a climate and thus is an appropriate andragogical method for problematizing teacher leadership.

The Embodied Experience of Teacher Leadership

Learning to lead would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them about what they ought to do in a given situation that

required them to lead (Bandura, 1977). In some of his seminal work on behavioral theory, Bandura observed that most human behavior is learned observationally; others model it for us. It is through observing others that an observer forms an idea of how new behavior can be performed. This learning, in the form of "coded information" of language, gesture, proximity and vocal and facial expression thus serves as a guide for future action. One of the three basic models of observational learning Bandura identified was a symbolic model, which involves real or fictional characters displaying behaviors that we can come to know through reading, viewing in films or witnessing/experiencing through drama. Of these symbolic forms, drama seems to synthesize knowledge and attitudes into a narrative that best allows us to model behavior in a way that can be shared through performance, experienced as audience/witness, analyzed and reflected on.

Though reading obviously gives us great access to new ideas, it has been argued that the simple reading of a narrative flattens the socio-emotional content of the story (Elbaz-Luwisch, 2007; Mattingly, 2007; Portelli, 1998). Portelli contends that narratives convey meaning that can only be perceived through listening to them and becoming involved with them. Dramatic narratives provide a way of organizing episodes and accounts of actions; they can bring together mundane facts and fantastic creations in an embodied way (Mattingly, 2007; Denzin, 2003).

Zillman (1994) proposed that dramatic representations allow for the development of emotional sensitivity and empathy as a form of perspective taking. Furthermore, Zillman argued that well-developed dramas present protagonists and antagonists who can be viewed as doing either good or evil deeds. In response to their actions, the audience develops empathetic or counter-empathetic reactions through appraisal of the characters' acts.

Using dramatized case studies performed live instead of studying written cases from a desk allows an audience to see and hear more dimensions of the experiences of teacher leaders who underestimated the socio-emotional cost for acting rightly within the framework of teacher leadership (Cranston & Kusanovich, 2013; Goleman, 2006). According to Leavy (2009, p. 13), ethnotheatre allows individuals to "get at the elements of lived experience that a textual form cannot reach." Drawing on Bakhtin's (1982) notion of the "dialogic", the language of teacher leadership should be regarded as dynamic, relational and ensconced in a process of endless re-descriptions of the world of schooling. It seems difficult to model this complex terrain for students unless there is some full investment on the learner's part to understand the lived, embodied experiences of teacher leaders.

An Andragogical Pathway

The conceptual framework for an andragogical approach (Knowles, 1980) to developing a socio-emotional sensitivity to teacher leadership is informed by Bandura's (1977) description of behavior being learned observationally and how this corresponds with classic role theory as it plays out in contemporary contexts. Biddle (1979) identified that role theory and role identification are both centered on the fact that specific behaviors are characteristic of and enacted by individuals in particular contexts. Since the role identification of teacher leaders, among other constraints, may affect how an individual enacts these responsibilities, this approach applies the conceptual framework of role theory or role identification as a lens to describe the intentions, identifications and positioning of teacher leaders in relationship to changes perceived as school improvements by the teacher leader. Therefore, it becomes possible to observe and analyze what the nature of the interpersonal dynamics are for the person whose role identification includes "school improver," especially if we can witness fully developed characters behaving in understandable, commendable and believable ways and yet, still not succeeding. Dramatic or theatrical practices necessitate the taking on of a "role" in order to deepen our understanding of human behavior in complex contexts.

The prevalence of role-play exercises in educational leadership programs indicates the degree to which we understand that when we analyze and adopt an individual's role identity temporarily, we are better able to grasp the interpersonal dynamics of staffs in school contexts (Ball & Forzani 2009). In light of the fact that schools are such micro-political systems, it is not easy to proactively learn about issues of teacher leadership while on the job (Blase, 1991).

Analyzing the stories after experiencing them as ethnotheatre (Saldaña, 2005) allows an audience to delineate some of the unforeseen and undesirable consequences some teacher leaders who choose to act justly may unfortunately encounter. These ethnodramas serve as a common ground for discussions of the socio-emotional cost for acting rightly within the framework of teacher leadership (Goleman, 2006). Evidence of teacher leaders experiencing blame, social exclusion and dismissive attitudes or other seemingly retaliatory measures are alluded to and intentionally expressed in the plays, so that conversations on ethics, policy, teaching methods and all other factors related to the question of preparing future teachers responsibly and compassionately can be addressed. While perhaps a relatively new andragogical approach (Knowles, 1980) to leadership preparation programs, the primary aim of the aesthetic experience of drama, one that is millennia old, is "the

symbolic representation of emotional states per se that set the stage for aesthetic and revelatory experience" (Shweder et al., 2008, p. 411).

Methodology

In previous research, the authors (Cranston & Kusanovich, 2013) determined that educational leaders identified an embodied performance as a unique mode for eliciting the felt sense of an ethical dilemma, and this led to a fuller understanding of issues in highly socialized contexts, like schools. The authors have developed ethnodramas on multiple issues in educational leadership. Ethnotheatre (Saldaña, 2005), can awaken the compassionate response in the speakers (actors) and witnesses (audience) that lectures and reading alone do not always elicit (Cranston & Kusanovich, 2013). For this current study, the authors developed ethnodramas based specifically on contemporary teacher leadership dilemmas drawn from the research literature and experience.

Grappling with the unspoken social-emotional toll of school leadership, which is often taken for granted or ignored (Beatty, 2000; Goleman, 2006), led the authors to consider a form of meaning construction that would allow for the intellectual, psychological, emotional and social dimensions of lived experiences in teacher leadership to be most readily communicated. Therefore they utilized an arts-based andragogy using ethnodramatically derived scripted case studies performed as ethnotheatre (Knowles, 1980; Saldaña, 2005). Ethnotheatre, dramatic performances exploring non-fiction contexts, might provide insight into the potential consequences of playing out the roles of teacher leaders. The performances of these scripts as an andragogical method (Knowles, 1980) would both clarify and problematize the roles student teachers adopt as they do just what teacher preparation programs are leading them to do, that is, self-define as "teacher leaders" (Cranston & Kusanovich, 2013).

The extensive applications of dramatic methods from the art of theatre, broadly conceived, to other subjects has yielded dozens of categories under the broadly arching terms of "process drama" (O'Neill, 1995) or "applied drama" (Nicholson, 2005), that have unique histories but also do at times overlap in their techniques and outcomes. Oftentimes these forms of drama rely heavily on improvising roles and not knowing how things will turn out (Nicholson, 2005; O'Neill, 1995). They allow adult learners to use imagined roles to explore issues, events, and relationships (Crumpler, Rogers & Schneider, 2006). In the authors' methods (Cranston & Kusanovich, 2013), of using directed, fixed-script scenarios, the integrity of the case study content is preserved so that no matter

what experience or style each performer brings to a reading of a script, the essential conflict and factors present are conveyed.

The Drama in Teacher Leadership

The authors were given the opportunity to explore the portent of the andragogical approach (Knowles, 1980) they have developed as the "Drama in School Leadership" (DiSL), in the particular context of teacher leadership from within the ranks of teacher leaders who do not hold formal school-based leadership roles at the 2013 Spring Conference of the California Council on Teacher Education. During the conference workshop session entitled, "Ramifications of Resistance: Uncovering the Emotional Toll of Teacher Leadership," two scripts entitled, "Cesar and Cecile: Clearing a Credential or Clearing a Conscience" and "Dani and Draden: A Case of Academic Dishonesty" were dramatized for the participants. The scripts were developed from fictionalized real-life composite cases that the authors were involved in as teacher-educators. The goal of the workshop was to provide glimpses for those interested in initial teacher preparation into the emotionally draining circumstances teacher leaders acting for justice often face (Cranston & Kusanovich, 2014a, 2014b). Unlike previous two-day workshops the researchers had collaborated on, in which participants were eventually given performance roles in each script, at this conference due to the constraints of session length, three aspiring professional actors were engaged to perform the scripts, changing roles for each one.

Due to the limitations of this manuscript, only a short excerpt from one of the scripts, "Cesar and Cecile: Clearing a Credential or Clearing a Conscience," is provided below. The following dialogue takes place in the middle of a one-act play after graduate student Cesar has told his faculty advisor Cecile that he was terminated from his teaching placement because he tried to consult with the principal about troubling teacher practices he was witnessing as he shadowed an individual who had been identified as an 'exemplary' teacher by the school. Cesar had also witnessed the teacher yelling at the students throughout most of the day and believed that the climate of the classroom was one of hostility and intimidation. Students that came to him expressed both fear and distrust of the teacher. Cesar also knew that the teacher was not responsible for raising the student test scores as much as the principal gave him credit for. Sharing the observation of an unhealthy classroom climate with the principal had seemed like the right thing to do at the time. A narrator character was employed to describe the inner feelings of the characters that were left unspoken in their dialogue.

NARRATOR: His advisor Cecile contemplated the student's right action, which left him somehow blind to what others would sometimes refer to as "the way things work."

CECILE: (betraying her frustration) Well here you are. Paying for that just action which we as educators constantly refer to as real leadership for change, teacher leadership, leadership from within, even without the job description of leader. We convey our intent to foster and facilitate your leadership potential and we attract you to our programs with this distinction, don't we?

Then you are asked to clean out your desk and return your keys to the classroom, the gym and the mop bucket closet where you and the other teachers could get your own cleaning supplies to use during the 4:45-5:30 break between afterschool club and evening activities. You are asked to leave because you chose to defend the defenseless, correct misperception, place credit where it was due and communicate well about students who were suffering.

NARRATOR: ...It was as if everyone knows you can't really touch certain subjects, even when children are being affected; when it comes to a poorly performing teacher who is favored by the Principal, your leadership is anything but welcome...

CESAR: (Reframing the narrator's sentiments in order to claim his own voice) I was not totally naive. I was aware that someday if I had a family to provide for I could not always act with such integrity. I might not be able to make that decision to speak up later, but I could make it now, and ultimately I am happy that I had made it, and at peace with that even though I lost my placement and job.

NARRATOR: (As Cecil and Cesar leave the space) His family, his culture and his schooling had all taught him to do what is right. His Graduate program had not, however, prepared him for the emotional toll of teacher leadership especially when it pertains to issues of justice.

The discussion following the performances of the two one-act plays for the workshop participants was lively and engaging. The audience members, comprised of teacher educators and educational researchers, struggled to distinguish between what they would have done as either character, knowing what they know and with their wealth of experiences, as opposed to what they 'as the graduate school student character' would have done. That is, when imagining themselves as the actual graduate student with high ideals and a sense of wanting to defend children, it was more difficult to see options other than the one Cesar took, which was to report what seemed like an obviously problematic teacher to the principal.

The workshop participants were asked to grapple with the question

of what options a graduate student in this position would have. From the discussion, many indicated that they realized that their wisdom on the subject was idealized. Some participants criticized the character for waiting too long to report it, implying that the outcome would have then been different or better if the timing of the same reporting had been sooner. Others said he was obligated even after being fired to get that teacher away from students after what he witnessed. For a while it seemed that Cesar could do no right in his character's life or in the minds of the conference attendees. However, as the discussion progressed, audience members began to express that their experience of the drama that unfolded in front of them made it fairly clear that it in reality it was impossible for Cesar to have acquired a deep sense of the potential social, professional and emotional costs associated with his actions without any intentional education in this terrain.

The workshop design allowed teacher-educators to consider how their desire to promote the elusive ideal of teacher leadership with pre-service teachers might not actually result in empowerment but rather disappointment for those students hoping to be the agents of change. How then to make a positive impact in the lives of children given the reality of the complex human interrelationships that currently exist in schools?

Another point that warrants discussion was the interaction between the actors performing the script, who had analyzed, discussed and rehearsed the readings prior to the conference, but were not themselves student teachers, and the interest the audience/witnesses had in how much these professional actors could understand their characters in the context of a school setting given that none of the actors had actually experienced it. The actors spoke to this eloquently, indicating that, even without being immersed in the career themselves, the script made clear to them the poignant struggles, the sensitive subject matter and allowed for a subtle awareness of the dilemmas of school systems and some of the problems of teacher leadership. With the benefit of presentation through ethnotheatre and by virtue of participating in the staged reading of *Cesar & Cecile* and other dramatized case studies, even an outsider could become aware and sensitized to the complexities of the profession.

Following the workshop, the actors indicated their sense that the play had struck a chord with participants because it enlivened discussion to a point where it was difficult to wrap-up the conversations when the time for the workshop had concluded. Everyone in the room had been a witness to the same unfortunate incident, related to it differently yet seemed to recognize it as a part of an all too common culture of schooling.

Discussion

While obviously not wishing to scare students away from the profession or make them too reticent about doing the right thing, those responsible for programs of initial teacher preparation might consider how to educate about maintaining resilience in the midst of justice and change management. A key question seldom considered in teacher preparation programs is: who pays for school improvement? When it is explored, often it is rendered a financially focused question. However, the truth is that sometimes the teacher leader pays, in emotionally, socially, psychologically, physically or intellectually draining ways.

Understanding the role of the emotions is fundamental to a fuller appreciation of the intra- and inter-subjective realities of school leadership in general, and clearly this should include understandings of the socio-emotional toll of teacher leadership (Beatty, 2000; Goleman, 2006). Not only are the emotional and social tolls of teacher leadership on teachers themselves not well represented in the traditional case studies encountered in graduate programs, but the traditional case study teaching methods, by virtue of being relatively sedentary and done without emotional or physical investment, might not be the best mode of presenting these complex issues.

The social and emotional costs of leading—or what Maxine Greene (1978) once described as "teaching against the grain"—in such normalized institutions as schools should not be underestimated. In a widely quoted passage, Blase (1991) wrote:

> Micropolitics is about power and how people influence others to protect themselves. It is about conflict and how people compete with each other to get what they want. It is about cooperation and how people build support among themselves to achieve their ends. It is about what people in all social settings think about and have strong feelings about, but what is so often unspoken and not easily observed. (p. 1)

Blase argued for the central importance of deepening our understandings of the often-overlooked micropolitical dimensions of schools in a context of enacting leadership.

Ethnotheatre is a form of performative arts-based representation that allows the human condition, in the form of scripted narratives, to be portrayed symbolically and aesthetically to facilitate spectator engagement, involvement and reflection (Saldaña, 2005). This process allows witnesses to engage with the micropolitical reality of schools and grapple with the ethical complexity of the dynamics therein. Ridout (2009) theorized that theatre and ethics both propose a similar fundamental question, namely: how shall I act? To Ridout, theatre is a practice

through which we experiment with ethical action.

In the context of this andragogical approach (Knowles, 1980), the dramatic scenarios presented in "Cesar and Cecile: Clearing a Credential or Clearing a Conscience" and "Dani and Draden: A Case of Academic Dishonesty" propelled the audience to reflect on the ethical conflicts presented and ask themselves: What would I do if I were in this situation? While teacher leadership is not an idea to be avoided, as it is certainly foundational to today's successful educator, to teach about leadership as if there is no potential cost to the individual for making improvements at a school seems at best, incomplete, and at worst, misleading. Cajoling future teacher leaders to "reflect" on what it means to lead in such complex social organizations as schools without recognizing that learning from reflection requires a significant emotional investment seems futile (Scales et al., 2011). The use of ethnodrama (Saldaña, 2005) to illuminate the human dynamics of being a teacher leader creates a space for actors and audience to engage together as co-witnesses to dramatic events in teacher leaders' lived experiences. As a result, teacher educators can consider ways to prepare for a more sustained plan of advocacy around the role of being a teacher leader and in doing so articulate some of the roadblocks that prospective teachers ought to be prepared to face. Perhaps with these insights educators can find new ways of collaborating that avoid or minimize some of these emotionally trying outcomes.

Conclusion

The fixed-script method dynamically illustrates how not all changes that sound theoretically good are actually rewarded in the ways one would hope. There are, unfortunately, ramifications for teacher leaders who resist the status quo and try to enact change aligned with their professional training and personal sense of what is right. Clearly, there is value in exploring theatrical ways to better feel the ethical tensions of enacted teacher leadership if these methods allow us to construct meaning and derive better strategies as leaders or future leaders. The andragogical approach (Knowles, 1980) advocated in this article better positions student teachers to judge others'—and their own—behaviors (Ridout, 2009).

How shall we better pave the way for the next generation of teacher leaders to succeed at their genuine efforts to improve schools given some of the vulnerabilities and pitfalls facing teacher leaders? The allure, the necessity and the promise of teacher leadership seem to permeate all aspects of academic and professional preparation programs. The strong role identification with teacher leadership on the part of both emerging and practicing teacher leaders indicates the need for more intentional and effective preparation. Further research is certainly needed to ex-

plore additional dynamic andragogical methods for effectively developing sophisticated and savvy teacher leaders. Such intentionality on the part of those charged with executing teacher leadership programs could potentially reshape professional development opportunities and better situate the next generation of teacher leaders to thrive within the context of the imperfect systems we all work within and despite the imperfect colleagues we can sometimes be.

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