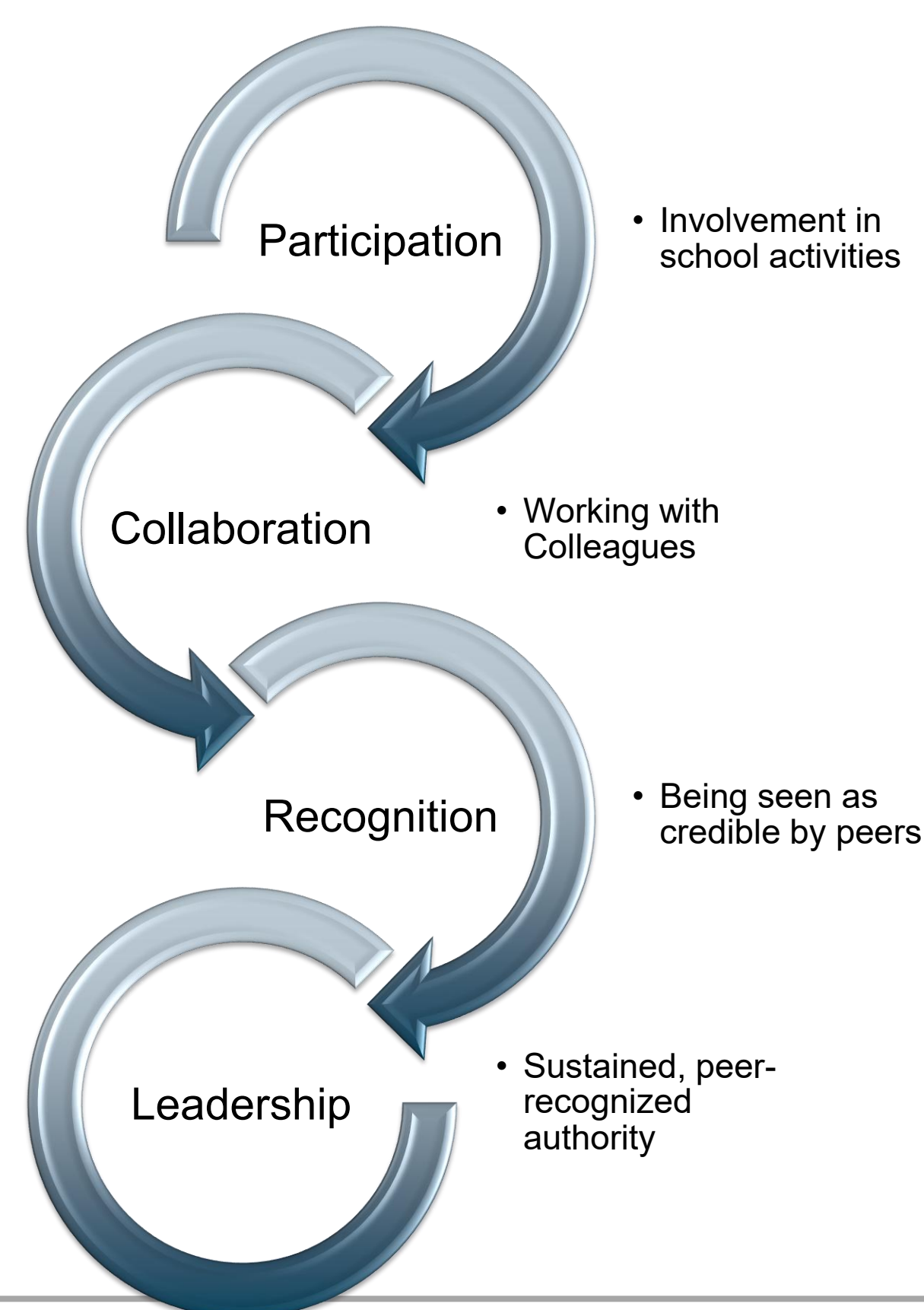


Abstract

- Organic teacher leadership (OTL) develops through **trust, peer recognition, and collaboration**
- Leadership emerges through **everyday professional interactions**, not formal roles
- Sustained when supported by **administration and school conditions**
- Embedded in the **relational fabric of the school**

Research Problem & Significance



Research Problem & Significance

- Leadership often defined by formal roles
- Overlooks how influence develops in practice
- Leadership is relational and peer-driven

Guiding Question:

- How does OTL develop through peer recognition and school conditions?

Methodology

Systematic literature review

Focus:

- Distributed leadership
- Teacher agency
- Professional learning communities

Examined how **trust, structures, and conditions** shape leadership

Key Theorists

- Danielson (2006) — leadership through practice
- Spillane (2006) — distributed leadership
- Leithwood (2021) — collaborative conditions
- Cherkowski & Schnellert (2017) — collaborative professionalism

Literature Span

2001–2026 (Canadian + relational focus)

Three Critical Themes

Trust & recognition drive leadership emergence

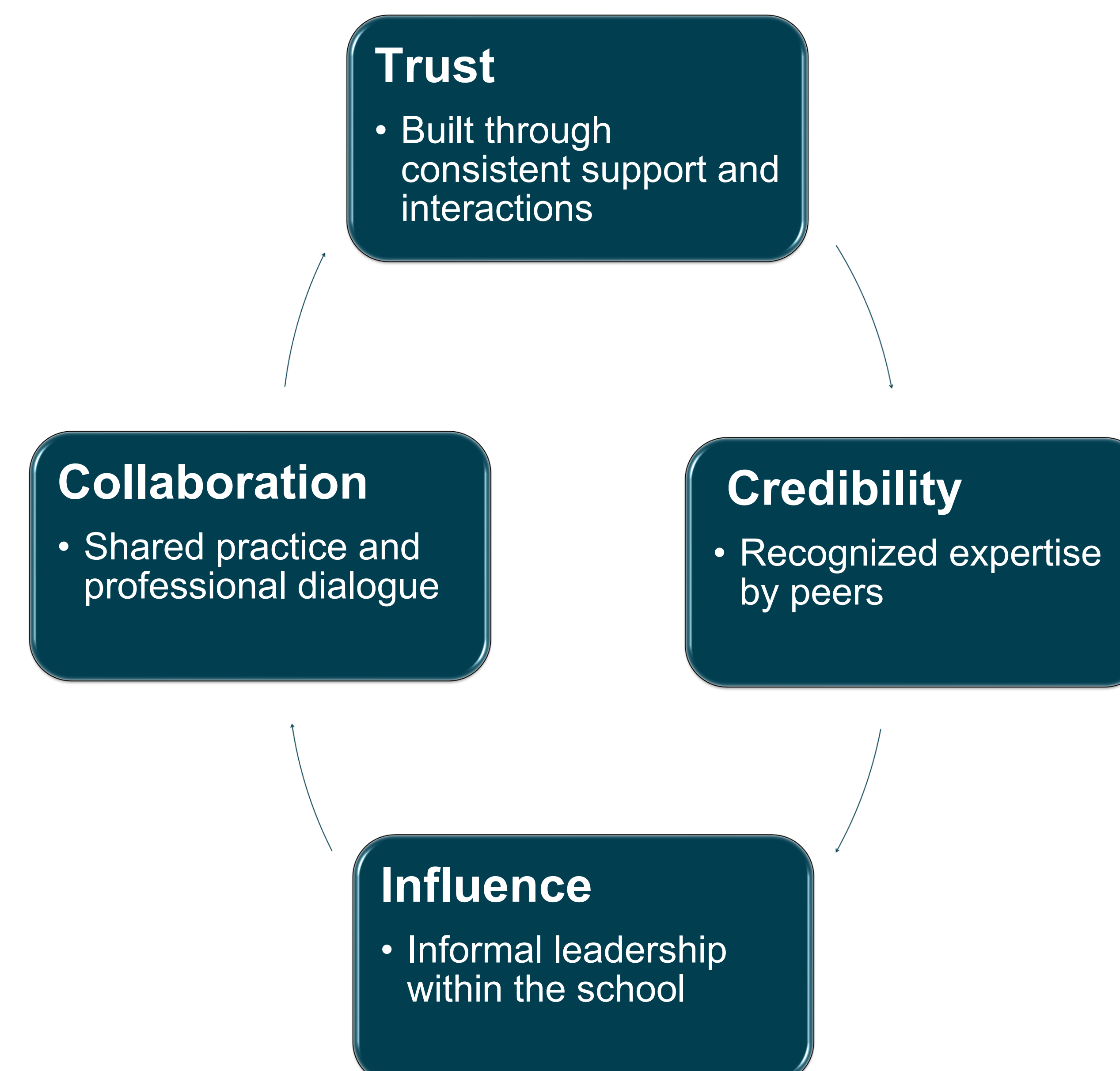
- *Leadership develops through peer recognition*, not formal assignment
- Credibility is built through consistent collaboration and shared practice

School structures shape opportunities for influence

- *Time, collaboration structures, and leadership practices* enable or constrain participation
- Administrative design determines whether influence is distributed or hierarchical

Leadership is relational and context-dependent

- *Leadership emerges through professional relationships and daily interactions*
- Influence varies based on school culture, conditions and context



Recommendations

Create collaborative structures

- Dedicated time, shared planning, professional learning communities

Support informal leadership

- Opportunities to share expertise without formal roles

Align leadership practices

- Shared decision-making and teacher involvement

Implication and Conclusion

Strategic shift:

- From *“Who are the leaders?”* → *“What conditions enable leadership?”*

Core insight:

- Leadership cannot be assigned — it **emerges through trust and collaboration**

Practical implication:

- Leaders must design **conditions, not roles**

Future research:

- Longitudinal studies on OTL
- Cross-context comparisons
- Clarifying organic vs delegated leadership

References

Scan the QR code to see the list of references used in the capstone

