

Developing Leadership Qualities in B.Ed Trainees: Preparing Teachers as Future School Leaders

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Abstract

Teacher education must prepare not only competent classroom instructors but also future school leaders capable of innovation, decision-making, and guiding educational reform. Leadership qualities—such as communication, vision, resilience, teamwork, and problem-solving—are increasingly emphasized in B.Ed programs worldwide. This paper reviews the pedagogical importance of leadership development in teacher training, synthesizing secondary research and aligning it with the Indian teacher education context. It highlights the 2025 initiative of Mata Sundri Girls College of Education, Dhade, Bathinda, which established an Institution's Innovation Council (IIC) to cultivate leadership, innovation, and entrepreneurial skills among teacher trainees. The paper argues that integrating leadership-focused practices within B.Ed training equips future educators to navigate the challenges of a dynamic educational landscape while fostering inclusive and progressive school cultures.

Keywords: leadership, teacher training, B.Ed students, innovation, IIC, Mata Sundri Girls College of Education

1. Introduction

Leadership has emerged as a defining quality for teachers in the 21st century. While subject expertise and pedagogy remain central, teachers are increasingly expected to take on roles as leaders, mentors, and change agents in schools. Preparing B.Ed trainees for this dual role requires teacher education institutions to integrate leadership-building practices alongside academic and pedagogical training. The National Education Policy (NEP 2020) emphasizes developing teachers as leaders who can adapt to innovation, support inclusive education, and foster a culture of lifelong learning. This vision situates teacher education colleges at the center of shaping future school leaders.

In 2025, Mata Sundri Girls College of Education, Dhade, Bathinda, reinforced this mission by establishing its Institution's Innovation Council (IIC). The council aims to promote leadership, creativity, problem-solving, and institutional innovation among B.Ed trainees, thereby preparing them for broader leadership roles in education.

2. Literature Review

2.1 Defining Teacher Leadership

Teacher leadership extends beyond administrative authority. It involves inspiring colleagues, shaping classroom culture, supporting student well-being, and leading educational innovation (York-Barr & Duke, 2004). For B.Ed trainees, leadership qualities begin with self-awareness, communication, and collaboration.

2.2 Pedagogical Importance of Leadership in Teacher Training

- Classroom Leadership: Managing students effectively, setting expectations, and fostering collaborative learning.
- Instructional Leadership: Innovating in lesson planning, assessment, and curriculum delivery.
- Community Leadership: Engaging parents, community members, and other stakeholders in student success.
- Transformational Leadership: Inspiring peers and students to adapt to change and embrace innovation.

2.3 Global and Indian Perspectives

Internationally, teacher leadership is embedded in teacher education through internships, collaborative projects, and reflective practices. In India, NEP 2020 has created momentum for incorporating leadership skills, though many institutions still focus primarily on academic instruction. Teacher education colleges must bridge this gap by formalizing leadership training.

3. Institutional Practices at Mata Sundri Girls College of Education

The Education Department at Mata Sundri Girls College of Education recognizes leadership as essential to teacher training. In 2025, the college launched its Institution's Innovation Council (IIC) under the Ministry of Education's framework. The council creates structured opportunities for B.Ed trainees to:

1. Develop Problem-Solving Mindsets: Through innovation challenges and workshops.
2. Engage in Peer Leadership: Trainees coordinate cultural and academic events, modeling teamwork and decision-making.
3. Foster Entrepreneurial Thinking: Encouraging creative approaches to pedagogy, resource development, and community engagement.
4. Promote Reflective Leadership: Students maintain reflective journals to track personal growth in leadership qualities.
5. Connect with IKS and Regional Contexts: Linking leadership with values of inclusivity, cultural identity, and local community needs.

This initiative reflects the college's commitment to going beyond classroom teaching, fostering leadership and innovation as pillars of teacher education.

4. Discussion

Developing leadership qualities in B.Ed trainees is a multidimensional process. It requires balancing theory with practice, and academic training with experiential learning. The establishment of the IIC at Mata Sundri Girls College of Education provides a structured platform for leadership development, situating trainees as active participants in innovation and reform.

For female teacher trainees, particularly in Punjab's semi-urban context, leadership training also builds confidence, empowerment, and professional readiness. By linking leadership development with

innovation and community engagement, the college demonstrates how teacher education institutions can align local needs with global educational priorities.

5. Conclusion

Teachers are not only facilitators of learning but also leaders of educational change. Embedding leadership development into B.Ed training ensures that future teachers are prepared to manage classrooms, inspire students, and guide schools as progressive institutions.

The initiative of Mata Sundri Girls College of Education, Dhade, Bathinda, through the establishment of an Institution's Innovation Council (IIC) in 2025, serves as a model for integrating leadership into teacher training. By fostering innovation, collaboration, and resilience, the college prepares B.Ed trainees not only as effective educators but also as future school leaders who can navigate the complexities of modern education.

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