

## Convergent and Divergent Patterns in the Leadership Roles and Behaviors of Master Teacher Studio Hosts in China

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This study examines the perceptions and enactments of leadership roles by hosts of Master Teacher Studios (MTS) in China using a qualitative approach. Participants included eight hosts and 23 members from provincial, city, and district-level MTS in Zhejiang Province, China. Data were collected through interviews, document reviews, and observations, and were subsequently coded for analysis. The findings reveal convergent patterns of leadership behaviors among MTS hosts, aligning with their roles as mentors, administrators, and connectors. Additionally, MTS hosts were categorized into four divergent types—devoted, detached, committed, and reactive hosts—based on their resource manipulation capabilities and commitment levels to leading the MTS. The study further suggests that teacher leadership is influenced by a mix of personal, interpersonal, and structural factors. This empirical research contributes to the global discourse on teacher leadership by offering a contextualized understanding of the leadership practices of MTS hosts in China.

*Keywords: Teacher Leadership, Master Teachers, Master Teacher Studio, Chinese Teacher Leaders*

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