

UNIVERSITY OF KWAZULU-NATAL

**PRINCIPALS' VIEWS REGARDING THEIR OWN PROFESSIONAL
DEVELOPMENT NEEDS IN RELATION TO TEACHER LEADERSHIP**

By

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DECLARATION

I, **Bonakele Victoria Zondo** declare to the dissertation submitted for the degree Master of Education (M Ed-ELMP) at the University of KwaZulu-Natal, Pietermaritzburg Campus, that

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Date

As supervisor, I agree to the submission of the dissertation

Neil Avery (Supervisor)

Date

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To my God Almighty for being a caring, merciful and graceful Lord. For encouraging me to persist to this point. Without you Lord I would not have done it thus far.

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DEDICATION

Ngiyabonga koZulu! Mageba! Ndabezitha! Sithuli sikaNdaba! ikomalume bami lapho, ibona abangikhulisile bangifundisa ngazuza iziqu zami zokuqala ngaba nogqozi lokuqhubeka nokufunda, Ngilapho ngikhona ngenxa yezimfundiso zenu maNdabezitha amahle! konke lokhu enginako namhlanje okwenu.

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Kinina nonke nalabo engingabaqagulanga ngamagama nezibongo, ngiyabonga ukungeseka kwenu, nime njalo.

ABSTRACT

Since the beginning of the new democratic regime, South African schools have experienced numerous change innovations in leadership and management. These changes have further brought high levels of complexities in relation to the roles of school principals as school managers and leaders. School principals seem to be overwhelmed by such changes and their complex roles. In order for principals to handle these complex situations they are faced with in the contexts where they are working, literature suggests that they require specialized skills and knowledge which will enable them to deal with their various contexts effectively. Some Professional Development programmes have been put in place to assist principals to better their skills and learn new strategies which will in turn influence and enhance effective teaching and learning in schools.

This is a small-scale qualitative study which sought to establish principals' views on their own professional development needs and support in promoting teacher leadership in schools. Literature is used extensively in this study to understand the need for professional development of principals as well as the need for principals to encourage and empower teachers to become leaders. In order to achieve this, the study uses a small scale qualitative research with in-depth face to face interviews to get the views and perceptions and views of school principals, as participants of the study, regarding the matter. Furthermore, the study employs document analysis as a secondary method to enhance the quality of the research findings in relation to the relevant literature.

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LIST OF ABBREVIATIONS

ACE-SML: Advanced Certificate in Education-School Management and Leadership

CPD: Continuing Professional Development

CPDP: Continuing Professional Development Programme

CPTD: Continuing Professional Teacher Development

DoE: Department of Education

DSG: Development Support Group

HoD: Head of Department

IQMS: Integrated Quality Management System

NPFTED: National Policy Framework on Teacher Education and Development

PD: Professional Development

SACE: South African Council for Educators

SGB: School Governing Body

SMT: School Management Team

SASA: South African Schools Act

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

Since the beginning of the democratic era in 1994, the education system in South Africa has changed from being autocratic to democratic (Mtshali & Msila, 2011 and Marishane & Botha, 2011). This shift necessitated a change in the way schools are led and managed. Changes in this area of education include but are not limited to curriculum innovations and restructuring; policy formulation and implementation; governance; shared decision making; financial management; school development and performance management. All these changes and others have resulted in school principals having to deal with many issues (such as implementing new policies, complying with the South African Schools Act [SASA], working with School Governing Bodies [SGBs], sharing power with the other members of the school community, and many more). Principals are major role players in schools (Christie, 2010) so it is their responsibility to perform the above tasks. Due to the changes mentioned earlier in this section, principals have a responsibility to foster a more decentralised kind of leadership in schools. I believe that one way of ensuring that this shift is made possible, is the promotion of teacher leadership in schools by ensuring that teachers have access to leadership roles and responsibilities beyond the classroom (Marishane & Botha, 2011) which was never the case during the previous apartheid regime and is still theory in many schools even in this democratic era. By so doing, I believe that leadership can be shared and that it will not be in the hands of the few (principal and school management team) but will be distributed to all teachers irrespective of their management and leadership positions. The latter point is crucial for this study since as a researcher, I intend to understand the views of principals regarding their professional development in relation to teacher leadership.

I believe that having to deal with such changes on the part of the principals seems to be challenging and requires specialised skills and knowledge in order to support a more effective practice. Consequently, literature suggests that there is a growing need for professional development of school principals so that they are empowered to deal with these complex issues (Christie, 2010, Marishane & Botha, 2011). This is so because principals are regarded as the most accountable officials in schools (Msila & Mtshali, 2011). The literature also suggests that since principals are major role players and the most accountable officials in schools, they need to be equipped with adequate skills and knowledge which will put them in

a position to promote and enhance better functioning of schools but if the opposite is true, schools may be likely to become dysfunctional (Marishane & Botha, 2011; Msila & Mtshali, 2011; Steyn, 2011).

Significantly, the South African Schools Act (SASA) of 1996 together with the Department of Education Task Team Report of 1996 suggested that school principals in the democratic regime have to operate in a democratic manner by ensuring that they are transformational in their practice. According to these documents and relevant policies, principals are expected to ensure that they comply with new democratic policies and also change with the changing times instead of remaining conservative and stuck in the 'old times'. This statement implies that principals have to take a lead in changing the way the former system used to operate in schools and focus on change since change is one of the prerequisites for growth and development (Marishane & Botha, 2011). Msila & Mtshali (2011) further suggest that it is the role of the principal to ensure that teachers are highly valued and that their expertise is sufficiently and optimally utilized. The point made here speaks in favour of an element of teacher leadership (Grant, 2005) which is an integral part of this study. Literature suggests that teacher leadership is a challenge for principal and that principals need to encourage and facilitate the promotion of teacher leadership in schools so that teachers themselves are allowed to form part of the decision-making body of the school in a practical manner (Msila & Mtshali, 2011; De Villiers & Pretorius, 2010 and Steyn, 2011). These authors further suggest that principals have to be proactive in identifying the professional developmental needs of the teachers. By so doing, teachers will in turn be empowered and developed into teacher leaders who will assume other leadership roles in schools. This will decentralise leadership from the hands of the principal alone and it will be shared by all in accordance to their expertise, potential and willingness.

The elements of professional development and those of teacher leadership mentioned above link well with the research topic of this study in that, they attempt to shed some light on the principals' perceptions and views of their own professional development needs that will assist them in promoting teacher leadership. The reason I feel the promotion of teacher leadership is crucial is that since the beginning of the democratic era in South Africa, there has been a shift from an individually centralised leadership. In this leadership, the principal was the sole decision-maker and the competence and expertise of other teachers were ignored. The shift is now towards a more decentralized and collective kind of leadership where all teachers are

given a fair chance to showcase their leadership abilities. There are areas in schools in which this shift has happened and those in which it has not. I have observed for example that in some schools leadership hierarchies have been disbanded and new structures have been established like School Management Teams (SMTs) and School Governing Bodies (SGBs). On the contrary, in some schools new structures are in place but their functionality seem to remain to be more of a theory than a reality. This is because, in such schools principals are still the sole decision-makers and the SMT is only responsible for administrative tasks. Therefore, this study aims to find out the position of school principals with regards to teacher leadership which includes their understanding of teacher leadership as well as whether they perceive it as crucial in the improvement of their practice and the effectiveness of their schools. In essence, the study intends to understand if principals perceive teacher leadership as a significant practice and if so, what specific skills and knowledge principals perceive as fundamental in enhancing their practice especially in promoting teacher leadership in schools.

1.2 Background and rationale behind the study

This section focuses on the overall factors that motivated the researcher to pursue the study. The rationale behind the study is threefold. Firstly, the study was informed by my own observations and experiences as a teacher and a practitioner in the education fraternity. Secondly, the study was informed by what literature suggests regarding the shift from sole leadership to a collective kind of leadership. Thirdly, I was also motivated by the fact that I realised that there is limited research done in the area of teacher leadership in South Africa (Gumede, 2010).

In the first place, my motivation to conduct this study emanated from the fact that I am a post level one educator at a Secondary School in one of the Townships in the Umgungundlovu District within Pietermaritzburg region in the province of KwaZulu-Natal, South Africa. I have taught in different schools in the province of KwaZulu-Natal. I started teaching in 1996, two years after the dawn of democracy in South Africa. Through the years of my teaching experience, I have noted that principals seem to be faced with a number of challenges (especially since the beginning of the new democratic regime) relating to professional development including the promotion of teacher leadership. I have also learnt from literature (Mthali & Msila, 2011 and Steyn, 2011) that principals who are exposed to Professional Development (PD) programmes such as the Advanced Certificate in Education-School

Management and Leadership (ACE-SML) training, in the form of improving qualifications in the area of leadership and management as well as other core areas which impact in improving learners' results, are in better positions to implement innovations, including promoting teacher leadership. I have also observed that principals who are engaged in networking with their colleagues and who attend cluster meetings tend to do better than those who do their own thing without the support from others. I am also interested in becoming a principal someday so I believe that it will be useful to expose myself to leadership studies so that when I become a leader myself, I will be well versed with issues of leadership at that time.

Secondly, I was motivated by what literature suggests about the shift from individual to collective leadership. The claim I am making here is supported by the need for Professional Development and teacher leadership that are briefly outlined below:

- The changes brought by the new democratic regime since 1994 reveal that principals in South African Schools have since been faced with complexities in relation to school governance because of the introduction of School Governing Bodies (SGBs) and establishment of School Management Teams (SMTs) (South African Schools Act of 1996).
- Such structures were established to do away with the top-down hierarchies and to promote more horizontal flatter structures in order to ensure that leadership is no longer centralized in the hands of the principals alone but is rather dispersed to other school members including teachers (McLagan & Nel, 1995; Msila & Mtshali, 2011; Steyn, 2011; Marishana & Botha, 2010).
- Many programmes have been initiated as interventions to assist principals and teachers to deal effectively with the overwhelming changes that have taken place in the country post 1994 as well as to intervene in assisting teachers to lead and manage schools better. Such programmes include but are not limited to: workshops, clustering, networking, formal training like Advanced Certificate in Education-School Leadership and Management (ACE-SML).
- Such interventions serve as an indication that principals need to disperse leadership as far as possible to the School Management Teams (SMTs) and other teachers so that there will be promotion of the establishment of teacher leadership in schools. This will lead to a more participatory kind of leadership characterized by shared-decision making (Guitling, Ndhlovu & Betram, 1999; De Villiers & Pretorius, 2010).

Another significant motivating factor for pursuing this kind of study is that it appears from literature that professional development is one aspect of school management that seems to be ignored (Metcalfe, 2011; Msila & Mtshali, 2011and Steyn, 2011). This is then identified as a gap which opens room for further research. It seems as if the policies formulated in the 1990s relating to changing schools into democratic institutions, have not been implemented as planned perhaps due to lack of professional development offered.

- Coupled with the above, literature reveals that principals seem to find it challenging to develop, nurture as well as to sustain teacher leadership (which is another form of professional development) in schools (Msila & Mtshali, 2011; Crowther, 2002 & Crowther, 2007 and Steyn, 2011). This study then intends to understand the views of principals regarding this matter.
- Moreover, literature reveals that teacher leadership is a manifestation of distributed leadership (De Villiers & Pretorius, 2010 p. 575) which then suggests that teacher leadership intends to bridge the gap between the leader and the led (principal and teachers respectively). The same notion is further supported by Muijs & Harris (2007) who suggest that teachers will be in better positions to expose their expertise in and outside classroom through the effective practice of teacher leadership.
- This implies that transformational leadership will be brought to practice through distributed leadership in a broader sense as well as through teacher leadership or perhaps the other way round.

The points made in this section serve as the background that has motivated me to become interested in finding out more about the Professional Development of principals in relation to teacher leadership. So, the study is concerned about why there seems to be a need for leadership to be shared and dispersed through teacher leadership. It also aims to retrieve from principals what their thoughts are regarding their skills and knowledge that will assist them to be free to share their leadership roles with the rest of the teachers without fear of being intimidated by this practice. I was also motivated by the fact that there are programmes in place which are meant to develop principals to become better leaders and managers. Such programmes include, but are not limited, to Advanced Certificate in Education School Leadership Management (ACE-SLM); Continuing Professional Development programme (CPD) that the Department of education is currently rolling out and other post graduate programmes such as Honours degrees in leadership and management. These programmes and others will enable principals and others in leadership positions to understand their roles better. This will in turn enable them to work in harmony with the rest of the staff in ensuring

that leadership is dispersed as far as possible to all teachers and other middle-managers which include members of the school management team and the rest of the teachers. In a nutshell, I argue that, such professional development programmes could enable principals to assume their duties in a more effective manner. Then, this could lead to the promotion of quality public schooling characterised by quality teaching and learning in which a collective vision is shared by all stakeholders involved.

Thirdly, my interest in the study further emanated from the desire to address the gap in literature in the area of teacher leadership in South Africa. Studies have shown that teacher leadership has been widely researched internationally. Countries like Singapore, Canada, United Kingdom and the United States of America have done intensive research in this area. On the contrary, studies show limited research done in this area in South Africa. This is supported by the number of dissertations I worked with from the library in the University of KwaZulu-Natal. I found that only a few researchers who have studied this area such as: Gumede, (2010); Ntuzela, (2008); Mukeredzi, (2009); Moonsamy, (2010); Rajagopaul, (2007); Khumalo, (2008); Grant, (2005, 2006); Singh, (2007) and Pillay, (2008, 2009). These studies made me realise that teacher leadership is relatively new in South Africa as a concept and a practice.

Another important motive that drove me to this study was that the studies that have been conducted in this area in South Africa so far have mainly focused on the views of teachers with very limited focus on principals. The studies also focused on the concept of teacher leadership instead of the practice of the concept. As a novice researcher, I then came to the realisation that there is a need to close this gap by making a contribution to the study of this area by shifting from the perceptions of the concept to its practice. I also tried to shift from studying the teachers in general but focused specifically on the principals as major implementers of the practice and as prime drivers of implementation of all programmes in the school. That is why, I want to explore the views of principals regarding their professional development in relation to teacher leadership. My aim is to find out about the specific skills and knowledge principals require in order to maximize their practice in promoting teacher leadership. That is why I want to explore the views of principals regarding their professional development in relation to teacher leadership.

1.3 Link between professional development and teacher leadership

For the purpose of this study, I believe it is necessary to draw a link between the two core concepts of my study. According to Hargreaves (1992) and Vonk (1995) through professional development, principals and teachers acquire the crucial knowledge and skills, develop confidence which improves their practice and they also develop the emotional intelligence necessary to develop critical thought in order to successfully and effectively plan their classroom practice (teaching and learning). On the other hand, teacher leadership is conceived by Troen and Boles (1994, p. 14) as the form of 'collective' leadership in which teachers bring to the fore their expertise and develop other expertise by working collaboratively. Barth (1999) takes this definition further and argues that teacher leadership enables teachers to fulfil more critical and demanding functions which are normally undertaken by senior management such as: shaping the curricular according to the needs of the school and designing staff development programmes. I am making the link between the two concepts because I want to suggest that teacher leadership is a form of professional development that I strongly feel should be promoted in order to make better schools. My suggestion is based on the view that teacher leadership promote collective and collaborative culture and practice. Firstly, the study aimed at understanding what principals perceive as the necessary knowledge and skills that will shape their practice. This links well with the definitions given by Hargreaves and Vonk above. The study further wants to explore teacher leadership in action by the principals which seems to fit well with the definition suggested by Troen and Boles above.

1.4 Statement of the problem

As a practicing teacher I have observed that many schools have moved away from traditional top-down management structures to horizontal structures since there are now new management structures in the form of School Management Teams (SMTs). On the contrary, the new structures seem to be just there but in terms of practice principals seem to be still the sole decision makers in schools in other schools. The SMT and other teachers seem to be less involved by the principal when crucial decisions are made. They seem to be told by the principal what to do on matters relating to the running of the school with very little input from themselves, if any. I therefore suggest that since principals are major role players in schools, they need professional development in order to change their practice by promoting

teacher leadership as a form of professional development to the rest of the teachers in schools. During the study I interviewed three principals from the Pietermaritzburg region in Umgungundlovu district in the KwaZulu-Natal province in order to find out about their professional development and promotion of teacher leadership. The schools are located in the Imbali ward.

1.5 RESEARCH QUESTIONS

1.5.1 Core research Question

What are principals' views regarding their own professional development needs and support in relation to teacher leadership?

1.5.2 Key Research Questions:

- What is the principals' understanding of teacher leadership?
- Do principals feel there is a need for promoting teacher leadership in schools? If so, what skills and knowledge do they perceive as crucial in promoting teacher leadership?
- What kind of professional developmental support do principals receive to make them better leaders?

1.6 Research Objectives

- To find out the understanding principals have about teacher leadership and whether it is necessary to promote teacher leadership in schools.
- To find out what support there is for principals at the moment to assist them in promoting teacher leadership.
- To find out if there are any challenges regarding the promotion of teacher leadership, and if so, what are the specific skills and knowledge principals require in order to become better leaders in promoting teacher leadership.

1.7 Research Design and Methodology

The details of research design and methodology are dealt with thoroughly in chapter three of this dissertation, however, a brief overview is given in this section. The section begins by giving an outline of the design of the whole study. This is followed by a sampling which gives an idea of how the sample of the study was conducted. Thereafter, the section gives attention to the data collection plan which outlines how data will be collected from the sources using specific methods; instruments and techniques. Finally, the section looks into the methods of analysing data. As indicated earlier, in this section only the overview is provided but the details of this section will be elaborated in chapter three.

1.7.1 Research Design

This study is a small scale qualitative study which focuses on the subjective views of principals regarding their own professional development needs and support in relation to teacher leadership. Therefore, it is conducted within an interpretivist, qualitative research paradigm. According to Cohen, Manion and Morrison (2007) the primary intention of the interpretive paradigm is to seek to understand the subjective world of human experience. In undertaking this study, I intend to understand and interpret the principals' views and experiences in professional development and in promoting teacher leadership. Therefore, the interpretive paradigm is best suitable for my intentions.

In order to answer the core research questions, the study draws from the following methods of data collection:

- a) Interviews (semi-structured)
- b) Document analysis

1.8 Conclusion

The purpose of this chapter was to give an overview of the whole dissertation. The chapter started by explaining the statement of the problem to be investigated which was linked to the background of the study. It focused on the rationale behind this study where the actual reasons for pursuing the study were clearly stated. In addition, the chapter gave a clear

indication of the research questions and objectives of the study. It was also noted that the objectives of the study correspond with the key research questions and ultimately link to the main research question. Furthermore, the chapter gave an indication of how the research would unfold. This was done by clearly showing the research methodology would be carried out.

1.9 Exposition to the study

This research study is divided into five chapters and the report of this study is categorised as follows:

Chapter one

This is an introductory chapter which provides insight into the background, rationale, objectives, methodology, limitations, ethical considerations and significance of the study.

Chapter two

This chapter involves the review of literature that is relevant to the study. It includes the overview of professional development, the need for professional development of principals in schools, the understanding of teacher leadership and the need for principals to promote teacher leadership and the challenges facing principals regarding professional development and teacher leadership. Finally, the chapter includes the theoretical framework (transformational and distributed leadership) that underpins the study.

Chapter three

The aim of this chapter is to deal with how the study is going to unfold. It focuses on research methodology which includes the research design; sampling and sample size; data collection methods, instruments and techniques; quality of the research findings which includes issues of validity and reliability, generalizability, trustworthiness.

Chapter four

This chapter presents and discusses the research findings from the interviews and documents analysed from research sites. It also analyses the data presented.

Chapter five

Chapter five summarizes the main findings and provides conclusions obtained from the research together with recommendations on what skills and knowledge are necessary to assist principals in encouraging and promoting teacher leadership in their schools.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 LITERATURE RELATED TO THE STUDY

2.1.1 Introduction

This chapter presents in detail a critical review of literature relating to the main research question as well as the subsidiary questions of this study. The primary concern of the study is that if principals are empowered their empowerment becomes contagious to the rest of the staff. Ultimately, quality teaching and learning becomes the order of the day since there is collaboration and collegiality that prevails as the culture of the school. This element is crucial for teacher leadership which is a form of professional development that is critically significant for this study. Literature reviewed in the study draws from both local and international sources. This is done in order to get a broader insight to support the research study in question and to try as much as possible to respond to the key research questions in line with the objectives of the study. The review begins by unpacking critical concepts in this study by defining them and interrogating their relevance and significance to the study. Initially, the concept of professional development is defined and explanation is given of what it entails and how it assists school principals to promote teacher leadership. This is done in order to ensure that there is a common understanding of the core concepts of the study.

Secondly, the review interrogates the need for professional development of principals. In this instance, the study uses literature to explore whether professional development of principals is necessary or not. Then attention is given to the challenges facing principals in relation to professional development. In addition, the review focuses on looking at what teacher leadership is and what it entails and why it should be promoted in schools. The study also looks at literature relating to readiness and preparedness of principals for the implementation of teacher leadership in terms of the skills and knowledge they require. Furthermore, the review considers the literature on the challenges faced by principals in dealing with new innovations including the promotion of teacher leadership. This chapter finally considers the theoretical frameworks that underpin this study specifically by looking at transformational leadership and distributed leadership theories and how they both inform the study.

2.2 Professional development (PD)

2.2.1 Definition and Overview of Professional Development

The literature defines professional development in schools as any form of empowerment aimed at supporting the teaching staff including principals to perform their duties optimally (DoE, 2007). Another definition of professional development by Sayed (2001) refers to all the activities that aim to enhance development and improvement of knowledge and skills as bases for teachers to foster classroom practice and learner achievement. These definitions imply that there is a need for programmes designed to support teachers and principals so that they may develop excellence in their daily practice. Such programmes include but are not limited to: academic qualifications, workshops, in-service trainings, cluster meetings, networking and other informal activities. This also implies that professional development may be both formal and informal as long as it is geared towards the development of professional skills and knowledge of those in question.

As indicated earlier, since principals are the most accountable officials in schools, they need to be more empowered so that they will in turn empower their staff (Msila & Mtshali, 2011). A similar view is echoed by Steyn (2011) who suggests that principals need to be committed to taking the lead in identifying their own Professional Development needs as well as the needs of their staff in order to bring a positive influence to schools by ensuring that whatever development they get is exactly the kind of development that is needed and that it addresses their identified development needs. This is further echoed by Valerio (2009) who contends that school leaders need to be aware of their own leadership competencies so that they are able to identify their areas of weakness as well as their strengths. Knowing their weaknesses and strengths will, according to Valerio, assist them to seek development in accordance with their needs. It will further help the principals to identify their staff's developmental needs in a more effective way as well.

Literate further suggests that Professional Development involves unifying the principal and the staff and assisting them to get to know each other better (De Villiers & Pretorius, 2010). This unity is achieved when the principal and staff work together as a team to achieve the set goals of the school. Consequently, the principal and staff work collaboratively in identifying their own development needs and work out a plan together to ensure that they construct appropriate development programmes which respond directly to their own needs. Further support for this notion by De Villiers and Pretorius, (2010), Msila and Mtshali, (2011) and

Steyn, (2011) who all suggest that in order for professional development to be effective and beneficial for all those involved, it has to be self- identified by the affected parties. This becomes evident during the implementation of Integrated Quality Management System (IQMS) where teachers, irrespective of their rank, are required to identify their development need (DoE, 2007). This exercise is crucial not only for teachers but for principals as well. In this regard principals are required to identify their areas of development including those that relate to school management and leadership, teaching and learning and encouraging teachers to become leaders. According to the IQMS policy, all teachers need to identify their areas of development and necessary means must be made to ensure that those needs are attended to. Then the second section of the IQMS is where summative evaluation takes place. In essence, of professional development includes all the activities that are meant to empower teachers and principals to perform their duties effectively and improve the quality of teaching and learning in the schools. Professional development in schools presupposes that all teachers from all schools, whether the school is poor performing or highly performing, need professional development in order to do even better in their work (Msila & Mtshali, 2011). This means that professional development is not only for poor performing schools but for schools across the board so that all teachers are empowered to grow and even better (Lethoko, 2001).

2.2.2 The need for professional development of principals

In South Africa studies have shown that principals have not received formal training specifically in leadership and management particularly in township schools and historically black African schools (Msila & Mtshali, 2011 p. 2; Lethoko et al., 2001; Taylor, 2008). The literature also shows that need for professional development of school principals is not new in South Africa and it dates back before the beginning of the new democratic regime (Van der Westhuizen, 1991; Craig et al, 1998). The significance of providing principals with training of this nature, was reflected in South Africa when programmes such as the Advanced Certificate in Education School Management and Leadership (ACE-SML) were introduced. This programme was introduced in order to specifically address the need for principals to be trained for Leadership and Management in schools. This certificate programme was established for principals to undertake as a means to develop their leadership and management skills and it was the initiative by the National Department of Education (DoE,

2007; Bush et al., 2008; Msila & Mtshali, 2011; Steyn, 2011). The ACE- SML is a form of professional development programme designed to empower principals to cope with the democratic nature of the education system. It equips principals with skills and knowledge that prepare them to cope with the changes that occur in schools and so that they become change agents who are prepared for any change instead of resisting change (DoE, 2007). Moreover, the programme intends to empower school leaders (principals) to become better managers who successfully promote the culture of teaching and learning in their schools. The contents of the ACE-SML programme shows that the programme is relevant since it addresses the issues that concern the principals in their day-to-day running of the schools. Mestry & Singh (2007) suggests that the ACE-SML programme addresses five primary areas which are stated as follows:

- Understanding school management in the South African context.
- Managing teaching and learning.
- Managing finances and physical resources.
- Managing people and leadership.
- Managing education law and policy.

Several comments are made on the content of this programme. Some comments suggest that the programme is relevant and empowers principals to become better managers and leaders in this era of numerous changes and that it prepares them to embrace the changes (DoE, 2007, Msila & Mtshali, 2011). In contrast to this, Mestry & Singh (2007) contend that the programme focuses more on management while ignoring leadership issues. Nevertheless, the programme proves to be useful in preparing newly appointed principals and in assisting principals who are already practicing. Given the fact that South Africa did not have compulsory programmes on leadership and management, the ACE-SML programme can be given some credit in that it addresses some of the issues which are in line with school management. On the issue of including leadership issues in its content, one might suggest that the developers of the programme need to review it and consider the critiques so that the programme is improved to include the leadership issues as well.

Although, the point made by Mestry & Singh (2007) above can neither be ignored nor disputed, the establishment of this programme was meant particularly for the purpose mentioned above. It seems as if some principals have engaged in it and benefited from it. This suggests that prior to the introduction of this intervention South African principals relied

mainly on their teaching experiences to learn about leadership. They also relied on the in-service trainings they received during their practice as principals, in the form of workshops and courses. It further suggests that there was lack of preparation programmes for novice principals to be made ready for the task of being principals (De Villiers & Pretorius, 2010). This further suggests that principals newly appointed principals assumed their duties without being trained for their new positions and furthermore, they did not get sufficient induction and mentoring to ensure that they are thoroughly prepared for the new positions of principalship. Therefore, this intervention to improve principals' leadership and management skills through this specific ACE-SML programme seem appropriate in the South African context. The issue of engaging and empowering principals with management and leadership skills is not only a South African issue, however, but is a worldwide initiative. In Singapore, China and England similar initiatives have been implemented (Steward, 2010; Darling-Hammond, 2010) to assist principals to learn more about their profession as well as to develop their roles and responsibilities as senior leaders in schools. This suggests that professional development of principals is a crucial issue and a primary need for education. Due to the urgency of the matter, in South Africa one is even tempted to suggest that the exercise should be made compulsory for each and every novice principal and a prerequisite for everyone wishing to apply for the position as principal so that there is certainty that everyone taking this position has some skills to assume the position more effectively.

The literature further suggests that professional development has become increasingly important in recent years. This is because studies are showing a growing need for professional development and that it should not be a 'once off' practice but rather be an on-going exercise. In support of this notion there is a programme that the Department of Education is currently rolling out for principals, deputy principals, Heads of Departments and later teachers. This programme is referred to as Continuing Professional Development (CPD). The programme is alternatively referred to as Continuing Professional Teacher Development (CPTD). Currently, it focuses on the principal and other members of the SMT and in 2014 it will focus on teachers (SACE-The CPTD Management System Handbook, 2013). The CPTD programme shows that if the principals, other SMT members and teachers are exposed to various forms of development, their performance at school can improve tremendously (Msila 2010; Marishane & Botha, 2011). Adding to the above, studies suggests that PD of principals

assists them to cope with new innovations happening in schools including but not limited to the promotion of teacher leadership (Marishane & Botha, 2011; Botha, 2010 & Steyn, 2011).

There is much evidence from the literature that suggests that disempowered principals will not be in a position to promote teacher leadership which will in turn hinder school improvement and effectiveness (Hargreaves & Hopkins, 1993; Msila & Mtshali, 2011, p. 2; Styen, 2011). Msila & Mtshali (2011) further suggest that empowered school managers, (precisely principals) able to prepare teachers to face changes so that they don't become frustrated by them but instead embrace change since change is a means for promoting growth. In his work Fink (2010) suggests that professional development for principals is the key in a learning organization which enables principals to learn as far as possible and then spread the need for learning to the rest of the teaching team. In this case Fink contends that learning becomes contagious from the principal to the rest of the staff and therefore the school becomes a learning institution for the benefit of the individual teachers as well as for their performance as a team to promote collaboration which is a crucial element of teacher leadership which is a primary concern of this study.

Apart from Professional Development to promote learning in schools Wayne et al. (2008) argue that professional development is more beneficial if it address the immediate and precise needs of the school, rather than being a general practice which assumes that development of individuals are the same. Providers of professional development activities need to be aware that teachers and principals are unique individuals with unique personalities and unique professional development needs. So, given this fact, it is imperative that any form of professional development provided is in accordance with the unique needs identified by those involved. This argument implies that Professional Development needs of the principals and the entire school have to be thoroughly diagnosed, properly and carefully identified interventions are made so that they are in accordance with the development needs. This suggests that if the above is done correctly, those involved will respond accordingly as expected and the school becomes more functional. It also emerges from the literature that PD should not be a once-off practice but should be a continuous practice where principals and teachers are developed on an on-going basis which will in turn benefit learners and the school at large (De Villiers & Pretorius, 2010; Steyn, 2011 pp. 43-45). It is clear from the literature that PD is highly valued and if done effectively it can yield good results for individual principals which will in turn benefit their entire schools and stakeholders respectively.

The literature reviewed thus far implies that professional development is not confined and limited to formal qualifications but it goes beyond that to including aspects that are more informal such as mentoring, networking, cluster meetings, workshops, reflective practice and many other means which could assist principals and their entire schools to develop and become more effective (Msila & Mtshali, 2011; Steyn, 2011). It is apparent from the literature that there is a need for professional development for school principals for teachers (facilitated by principals) and that PD for principals is a primary priority which should become contagious for the rest of the teachers.

2.2.3 Continuing Professional Development

The call for transforming schools to fit with the new innovations of the new democratic regime demanded that there should be continuous professional development of teachers and principals. Professional development programmes were already in place when Continuing Professional Teacher Development (CPTD) was introduced. The CPTD similar to Continuing Professional Development for Teachers (CPDT) was an initiative by the Department of Education (2007) through the National Framework for Teacher Education and Development. The purpose of this initiative is to develop teachers and principals with necessary skills and knowledge that will empower them to become competent and successful in their work. The system promises to assist teachers, irrespective of their positions, to improve their subject knowledge, overall performance in their profession. It further promises to assist them to identify development needs that will help them to grow personally and interpersonally (Republic of South Africa, 2007 & Steyn, 2011).

I indicated earlier in this dissertation that professional development need not be something that is done once but that it should be something done regularly so that all stakeholders stay abreast with changes and developments taking place in the education system and in their school contexts (Steyn, 2011). The CPTD programme is established to ensure that all teachers stay committed to their profession and that their practice is reviewed and monitored so that they are their determination and pride to service the nation is constantly ensured (The CPTD Management System Handbook, 2013).

The CPTD system is threefold in that firstly, it recognises and encourages teachers own individual efforts to improve themselves. This includes the activities initiated by teachers

themselves such as academic advancement, searching for information from the internet (self-discovery). Secondly, it encourages the endeavours of the school (led by the principal) to provide teachers with skills and knowledge which will in turn improve the commitment of role-players for better service provision in school. Finally, it allows for external service providers to improve and maintain the quality and effectiveness and relevance of their programmes to make them suitable for the schools' contexts (The CPTD Management Systems Handbook, 2013. p. 5).

The interesting thing about this system is that it is compulsory for all teachers irrespective of their rank or positions they hold. As long as they are registered with the South African Council for Educators (SACE), they are obliged to engage into the programme. It is stated in the CPTD management system handbook (2013, p. 7) that “the participation in professional development compulsory and mandatory for all teachers”. According to Section 53 of the National Policy Framework on Teacher Education and Development (NPFTEd) in South Africa, April (2007), it is stated that:

“...the South African Council for Educators (SACE), as the professional body for professional educators, will have the overall responsibility for the **implementation, management** and **quality assurance** of the CPTD system. SACE will be provided with the necessary resources and support to undertake that role” (CPTC Orientation and sign-up material for principals and deputy principals, 2013.)

The foregoing quote shows that SACE is mandated to hold the responsibility of ensuring that the CPTD is implemented according to expected standards. Principals are also required to participate and develop themselves through this programme and they (together with the deputy principals and HoDs) are also responsible for ensuring that the rest of the teachers are professionally developed. This means that the principal and the SMT will be accountable to SACE on the CPTD taking place in the school. It must be noted that “SACE is not a provider of Continuing Professional Development” since the CPTD management system will not provide professional development activities to the teachers. It is the responsibility of the school (with the principal taking a proactive role) to provide CPTD activities to the teachers. The role of the CPTD management system is to encourage and recognise:

- What educators do on their own to develop themselves and improve learning.
- What educators do as part of the school collective to develop themselves and improve teaching, learning, assessment and service to the community.

- What educators do to develop themselves and improve teaching, learning, assessment and service to the community by taking advantage of good quality services provided employers, unions, professional associations, higher education institutions and others.

The role played by the CPTD system seem to be that of ensuring that all teachers are holistically developed professionally so that the quality of their performance is improved and so that they acquire skills and knowledge that will make them professionals. Throughout the implementation of this system the principal is expected to be in the forefront taking the lead in ensuring that his/her team receives the best professional development which will yield best results for individual role-players and the entire school.

To sum up this section, the literature has shown that professional development is imperative in order for schools to function and perform optimally. It also revealed that principals are expected to undertake their own professional development so that they are empowered enough to extend that empowerment to the rest of the teachers. It was also clear that everybody in the school has an obligation to participate in CPTD for personal benefit and for the benefit of the whole school.

2.2.4 Challenges facing principals in relation to Professional Development

Despite the need and value accorded to the professional development of principals, it is also recognised that PD offers some challenges relating to its implementation (De Villiers & Pretorius, 2010). This section of the review now deals with the challenges that principals are faced with regarding Professional Development.

It appears that in South Africa principals prior to 2006 were not obliged to undergo in-service trainings and that they only did so voluntary (De Villiers & Pretorius, 2010). These writers further suggest that this practice led to the neglect of the most crucial development of skills knowledge and attitudes which are necessary for effective leadership. This seemed to have a negative impact since it did not encourage principals to commit themselves to seeking development in the area of leadership and management. This can be challenging for principals in that if there was no obligation on their part to commit in obtaining PD for themselves and for their schools.

Another challenge relating to PD of school principals is that the training they receive is more general in the sense that principals attend workshops or trainings which do not address their individual weaknesses or areas of development but rather that assume that principals have common developmental needs (Valli & Hawley, 1998; Bagwandeem, 1991; Heystek et al.,2008). As a result of this the precise areas of development of the principals seem not to be attended to adequately. In this regard the DoE has tried to intervene and introduced Integrated Quality Management System (IQMS) in which each individual teacher and members of the School Management Team (SMT) including the principal are required to identify their own development needs and work with their Development Support Group (DSG) to get help regarding those needs. The question which is still a challenge in relation to this intervention is the extent to which this exercise is of help to the stakeholders involved (IQMS- DOC) On the contrary Heystek & Calitz (1994) in their writing ten years earlier, suggested that in-service training for principals was available in South Africa then and was sufficient though it was mainly formal.

Nevertheless, literature studied seem to leave a gap in terms of whether the in-service training of that time was responding directly to the professional developmental needs of principals or not since it does not state precisely the extent to which that intervention was sufficient. Adding to these challenges is the issue of mentoring which seem to be lacking in South Africa particularly for beginner principals (De Villiers & Pretorius, 2010;). Mentoring for principals is seen as a valuable technique for improving leadership and management skills which will in turn enhance school effectiveness (Walker & Dimmock, 2006; Msila, 2010; Msila & Mtshali, 2011). Guskey (2000) feels that mentoring is good but it must not be done alone and at the expense of other forms of development such as networking, training and other forms of PD. Moreover, there is another challenge facing principals in relation to PD which is the issue of being principals being reflective practitioners. Reflective practice is a powerful professional growth practice which is highly valuable in that it requires principals to reflect on their day-to-day practice in relation to their leadership and management (Msila & Mtshali, 2011; Skrla et al.,2001; Bennett et al.,1994). This is supposed to be an intrinsic practice for the principals that acts as a guard for them to check how they perform their duties as well as what they need in order to improve their performance as well. The challenge in this regard is that some principals are overwhelmed with their work so much such that they find it hard to do proper reflection on their practice. The researcher has also observed that some principals seem to be scared to find their weaknesses on their own through reflective practice.

On that note it seems like principals need to grow to the level where they realize that finding their weaknesses on their own is not bad at all but that it might help them to realize their own downfalls and deal with them straight away.

The challenges mentioned in this section are not the only challenges some are contextual and peculiar to particular schools and some relate to the personalities of the principals (Valerio, 2009). This implies that some principals have personality traits and values that are open and give access for development to take place while others have personalities that are not welcoming to development. This becomes evident when principals become reluctant to network with others because they don't want to discuss their practice. In concluding this section it is crucial to mention that some principals' challenges relating to PD are connected to the leadership styles that principals ascribe to. Principals who are stuck in the conservative styles of leadership seem to find it challenging to welcome PD innovations that are transformational in nature (Fink, 2005) and their schools are characterised by slow reform. Having discussed professional development; its significance; roles of principals and the challenges that principals face regarding professional development, the next section will look at teacher leadership since it is another main area of focus for this study.

2.3 Definition and significances of teacher leadership

There are several definitions of teacher leadership by different authors. Some authors perceive teacher leadership as a leadership characterized by teachers leading beyond the boundaries of the classroom (Katzenmeyer & Mollar, 2001; 2009). The definition by these two authors seem to imply that teachers are not confined to leading within the classroom but their leadership roles should instead spread beyond the level of the classroom. This notion suggests that teachers should not be limited to leadership roles that are confined to the classroom but they should rather be given access to assume leadership roles beyond this point. Literature further suggests that if teachers are given the opportunity to lead beyond the classroom, they will be empowered and they will consequently contribute to the effectiveness of the school as a whole. Literature also suggests that leading beyond the limits of the classroom should be done in order to promote decentralization of power (Botha, 2010, p. 574) from the hands of the principal and give other teachers a chance to use their expertise in and outside the classroom for the benefit of the whole school, particularly in promoting quality teaching and learning (Msila & Mtshali, 2011).

Literature further reveals that in schools where teacher leadership prevails effectively, there is a less distinction between leaders (principals and SMT) and followers (teachers) (Muijs and Harris, 2007) since principal, School Management Team (SMT) and teachers work collaboratively in making decisions which affect them and the whole school. By so doing this collaborative atmosphere is promoted and it consequently enhances the bridging of the gap between leadership hierarchical structures and promotes a more horizontal structure which is characterized by participation and parallel leadership (De Villiers & Pretorius, 2010, p. 576; Crowther, Ferguson & Hann, 2009). These authors also asserted that the primary concern of teacher leadership is promoting interpersonal skills among principal, teachers and the SMT as the foundation for collaborative working atmosphere to prevail. Implied in the latter statement is that teacher leadership intends to build mutual relationship where there is a shared purpose and a freedom for all stakeholders to express their views in an attempt to enhance effective schooling (Crowther, Ferguson & Hann, 2009). Moreover, the statement above suggests that the mutual relationship established between the principal and the teachers creates conducive working environment between the principal and teachers. It also enables both parties to learn from each other since each of them displays expertise that are beneficial to the other part. A similar view is held by Lumby cited (in De Villiers and Pretorius, 2011) who argues that teacher leadership provides professional growth for all teachers and increases the sense of responsibility and accountability on the teachers and school leaders which will consequently contribute to the overall school improvement and enhancement of learner outcomes (Muijs & Harris, 2008).

The idea of increased sense of responsibility and accountability through teacher leadership is also held by Harrison & Lembeck (1996); Crowther, Ferguson & Hann (2009) who all contend that teacher leadership promotes personal and professional growth for teachers, SMT and principal and also enhances the sense of optimal whole school success. Furthermore, literature suggests that teacher leadership involves that there should be trust between the principal and staff so that the principal feels at ease to leave some responsibilities in the hands of the teachers without any fear of mismanagement and misleading as well as accountability (Muijs & Harris, 2008). Linked to this idea is that teacher leadership flourishes in an environment where there is trust between the parties involved (Lonquist & King, 1993). In this case the principal then becomes a facilitator by familiarising teachers with departmental policies and ensures that everything is done accordingly and that teachers comply with the policies of the department of education (Msila & Mtshali, 2011; Steyn

2011). In my view the latter point further suggest that teachers who are exposed to teacher leadership are empowered to assume leadership roles which becomes an exposure that prepares them to get used to leading so that when they get senior positions in future, they are prepared to assume such positions with confidence as they have been prepared since they were still post level one teachers.

The significance and value of teacher leadership have been evidenced in this section and it seem to be one of the ways that will promote power sharing, collaboration and shared-vision which will consequently yield beneficial results for and improve the quality of schooling. Such an initiative calls for the principals to take a lead in ensuring that the implementations of this initiative is made possible and that it is facilitated appropriately by the principals. This brings this discussion to the next section which will explore the views of literature on the role of principals in promoting teacher leadership.

2.3.1 The role of principals in promoting teacher leadership

The section above has given an overview of what teacher leadership entails as well as its significance and this section now looks at what is expected from principals in order to encourage teacher leadership in their respective schools. The promotion of teacher leadership is fundamental in this study because I believe, as a researcher, that the points made in the sections above reveal that teacher leadership seem to be crucial in improving the interpersonal relations between the principal and teachers as well as that it opens a platform for them to show and use their expertise for their personal growth and the benefit of the school as a whole. Therefore, for me and with the help of literature as evidence, teacher leadership seem to be the means to make schools better and to help them achieve the desired outcomes through shared-vision attained through collectiveness and collaboration which is made possible by promoting teacher leadership.

Literature reveals that principals have a challenge and responsibility of promoting and encouraging teacher leadership in schools (Msila & Mtshali, 2011). Barth (2007) echoes this view by adding that for principals, any professional development programme that does not include teacher leadership is not complete since schools which are led by principals alone are not successful and effective as they are expected to be. De Villiers & Pretorius (2011) further suggest that the role of principals in promoting teacher leadership is to create opportunities

for teachers to take leadership roles and responsibilities. These writers further suggest that principals should be developed to a level where they are able to appreciate and celebrate the expertise displayed by the teachers they lead as teachers become teacher leaders themselves since, in their opinion, such attitude would yield better results for the entire school. Principals should also plan Continuing Professional Development Programmes (CPDP) and ensure that they facilitate such programmes and also reward teacher leadership initiatives that are brought by teachers (Katzenmeyer & Mollar, 2001 and Crowther et al, 2009). Implied in the latter statement above is that PD is not a once off and overnight task which can be done once but rather a process which can take some time depending on many factors such as the context, personalities, school culture and other relevant factors that can impact on it. This then calls for principals to be aware of the complexity of the school as an organization, the uniqueness of each individual teacher's personalities in the school environment.

Literature also suggests that principals can achieve this encouragement of teacher leadership by providing adequate and necessary infrastructure for teacher leadership to become a reality (Fink, 2010; Steyn, 2011). Implied in the latter statement is that all necessary support should be made available and accessible for teachers during their development process. It also implies that careful scrutiny of the needs for teachers and the entire school is done properly before any development intervention is put in place. This is where one would suggest that the principal need to intervene with a proactive role of leading the process of identifying teachers' development needs and work with the teacher in question to seek help to ensure that such needs are met. If principals are not availing such support system to the teachers, teacher leadership will not be fairly promoted and it will be impossible for it to be practically realistic.

Another role of the principal in ensuring that teacher leadership flourishes in a school is to encourage that the element of trust prevails in a school. This is done so that a solid foundation for collaboration and collectiveness between the teachers, SMT members and the principal prevails (Lonquist & King, 1993; Muijs & Harris, 2008). In their study Lonquist & King (1993) suggested that lack of trust between the parties involved (staff) meant that professional learning, growth and development will not be made possible and would consequently fail the learning organisation. When creating the platform for teacher leadership to flourish, literature suggests that the principal needs to set aside time for teachers to meet in order to plan and engage in discussions on the issues such as curriculum matters, leading study groups, organising visitors from other schools, discussing turn around strategies to

improve schooling as well as other matters that will improve school effectiveness (Muijs & Harris, 2008).

2.3.2 The need for principals to promote teacher leadership in schools

Having explored the role of principals in promoting teacher leadership, it is significant to examine the need for principals to promote teacher leadership. Literature reveals the significance of teacher leadership in ensuring that there is growth and shared sense of collaboration in schools geared towards achieving common vision in terms of school effectiveness (Crowther et al, 2002; 2007). Teacher leadership is viewed as a form of professional development that can contribute tremendously in the improvement of school's performance and thus enhance school effectiveness (Muijs & Harris, 2007). It then becomes imperative to note that somebody must assume the proactive and initiative role in this regard to ensure that all staff members assume their leadership roles accordingly. The person who is undoubtedly relevant to perform the task in a school context, is the principal. The principal by virtue of authority vested by the department of education, the senior manager of the school who directly reports to the department on everything and anything that happens at school. It then becomes his/her responsibility and accountability to ensure that teacher leadership is in place and that it goes takes place for the benefit of the school.

Literature reveals that the work of principals is becoming more and more complex particularly since the beginning of the democratic regime in South Africa (Marishane & Botha, 2011). The complexity includes but is not limited to power sharing or shared decision making. Senge (1990) suggests that in order for principals to respond to the complex demands of schools, they should allow for a collective leadership that is shared beyond the principal. This suggests that principals should allow for collaboration, co-operation and a collective working atmosphere between the principal and the teachers for the success of the school.

Literature further suggests that the promotion of teacher leadership in schools can assist principals to disperse leadership roles to the rest of the teaching staff and allow them to use their expertise and bring a positive influence in the school (Crowther, 2007; de Villiers and Pretorius, 2011). This is supported by the suggestions made by Harris (2008) that leadership is gradually being shifted towards a form of collective, shared, distributed organization

responsibility stretched over and beyond the principal. Linked to this view are the suggestions made by Leithwood & Jantsi (1998) in their research who argued that it is the responsibility of school principals to create opportunities for teachers to lead in schools by allowing them to participate in decision-making; taking their opinions into account; allow staff to manage their own decision-making committees. Muijs & Harris (2008) further suggest that school improvement can be made possible when leadership is distributed among teachers instead of being laid in the hands of the principal as the only person who assumes a leadership role in the school.

2.3.3 Challenges facing principals in promoting teacher leadership

Having looked at how valuable principals are in encouraging teacher leadership in schools, it is critical for this study to also highlight the challenges that principals encounter in their quest to promote teacher leadership in their schools. This is done in order to reveal some insight that this practice is not as easy as said, but that it has some of its challenges that sometimes hinder its optimal implementation and practice. In contradicting the roles principals have in relation to encouraging teacher leadership, some literature suggest that some principals and SMT are barriers themselves in the promotion of teacher leadership in schools in that they are still reluctant to share their powers with the rest of the teachers and that they want to control decision-making processes and they seem to be afraid and sceptical to delegate their duties to the rest of the teachers (Khumalo, 2008; Ntuzela, 2008; Grant, 2008; Singh, 2007). It might happen, according to my perceptions and observations as a researcher of this study and a practicing teacher that, principals seem to have not reached the level where they trust teachers enough so much so that they can delegate to them critical duties that would require them, as management authorities to account for. Maybe the latter thought is not the case as well but rather it might happen that they just don't feel as true leaders if they have to lead parallel with the teachers so maybe they prefer to lead over them.

This notion of leading with the followers instead of leading over them is further supported by and taken further by Grant (2008) who also suggests that though teachers are ready to assume their duties as teacher leaders, sometimes they find it difficult to assume such roles because the principals and SMTs sometimes do not create fair opportunities for them to use their expertise leadership skills and knowledge. The creation of opportunities for teacher leadership to become a reality is one of the fundamental tasks of the principals (De Villiers &

Pretorius, 2010; Leithwood, Jantzi & Steinbach, 1999; York-Barr & Duke, 2004) as the facilitators of teacher leadership (Msila & Mtshali, 2011; Steyn, 2011). If opportunities for teacher leadership to prevail are not adequately created, that may lead in compromise of teacher leadership practice as teachers are denied access to the opportunities to showcase their capabilities as well as competencies in the area of leadership. This in turn leads in the school's leadership form remaining unchanged. Therefore, it is likely that the form of leadership could remain autocratic instead of being democratic (Botha, 2010; De Villiers & Pretorius, 2011). If the latter is the case, it is likely to put the school's operational practice in jeopardy.

Literature further suggests that sometimes leaders, principals in particular, are recruited, selected and placed in their senior positions and assigned roles without proper preparation and guidance to perform optimally in such positions (Fink, 2005; De Villiers & Pretorius, 2010; Mentz, Webber & Van der Walt, 2010). This lack of preparation then frustrates the new principals and put a strain on their practice as they either 'swim or sink' in those positions (Msila & Mtshali, 2011. p.12). Fink (2005) & Mentz et al. (2010) further assert that principals are sometimes put in a position where they have to find ways on their own without sufficient and proper guidance on the 'how' part of executing their practice. In other words, they are put in an awkward position where they have to figure out for themselves as to how to get the job done. In this case it shows that there lack of mentoring for the principals. Bush (2005) and Msila (2010) contend that mentoring is one of the crucial tools that can be employed in order to improve the competence of the principals in their practice. Mentoring also makes up for the lack of induction of principals which seems apparent in South Africa (Msila, 2010). Other advocates of mentoring express that mentoring give principals access to networking and peer-learning as their work together (Msila & Mtshali, 2011; Walker & Dimmock, 2002).

Another challenge facing South African school principals in relation to the promotion of teacher leadership is that in the Advance Certificate in Education in School management and Leadership (ACE-SML), is not yet compulsory for all principals. This qualification was specifically initiated by the National Department of Education as guide for principals to undertake their management and leadership much better. I believe there is a necessity for a compulsory qualification for all principals, irrespective of their teaching experiences, so that they are adequately shaped to face the challenges of the ever changing system of education and the contexts in which they operate. This ACE-SML initiative consists of good content,

but nevertheless, it seems to ignore the most crucial aspect of leadership which is to encourage teacher leadership in schools. This is because the skills and insights for participative and shared-decision making are not covered in the ACE-SML programme (Mentz et al., 2010, p. 159). However, it must also be noted that the ACE-SML programme is a valuable programme but that for future purposes it would be recommended that any interventions, that are meant to develop principals to perform optimally, should not ignore the aspect of equipping them with skills necessary to promote shared decision-making which is a crucial component for teacher leadership.

Moreover, it is also noted from that though South African school principals are aware that principals have an obligation to democratize schools and make them organizations characterized by power sharing and democracy (Mentz et al., 2010; De Villiers & Pretorius, 2010). Most of these principals in question, are the product of the same system of education which did not prepare them enough to assume leadership positions with a democratic mindset but they were trained and led autocratically (McLagan & Nel, 1995; Pinchot & Pinchot, 1993), yet, they are expected to practice democracy at all costs (Botha, 2010; De Villiers & Pretorius, 2011). This has become a huge challenge for South African educational practitioners who are school based (principals, school management teams and teachers).

I have observed, as a teacher myself, that this seems to be problematic because there were and still are many various change innovations which are put in place by the Department of Education and require implementation in schools by the school officials (principal, SMTs and teachers) who are not adequately prepared to do so due to inadequate training provided to them. The duration of many workshops relating to dealing with new innovations is short and the monitoring of the effectiveness of such interventions leaves much to be desired as well. Therefore, I feel that principals as well, seem to be receiving insufficient preparation in relation to enhancement of their performance in relation to their leadership roles including the promotion of teacher leadership. This is one of the reasons I pursued this study because I intend to verify my assumptions regarding this notion.

Another barrier to teacher leadership as suggested by Muijs & Harris (2007) is that sometimes there is a lack of willingness on the part of the teachers to assume leadership roles even though principals create such opportunities. These writers assert that some teachers are reluctant to take leadership roles unless there are incentives given to them as a token of appreciation. In this instance such teachers do not regard these opportunities as empowering

on their part but regard them as assisting the senior management. Their reluctance then becomes a barrier to the promotion of teacher leadership. Coupled with this foregoing statement, is the issue of attitude on the part of the teachers. Some teachers regard leadership as something that has nothing to do with them but that has everything to do with those in leadership positions, like principals and the SMT (Muijs & Harris, 2007). Given the challenges mentioned in this section, one might also argue that some of the challenges experienced in schools emanate from the culture that prevails in the school. I believe that if the school has a collaborative culture, chances of promoting teacher leadership could be minimal in a sense that there will be prevalence of shared-vision, spirit of togetherness, sharing of responsibility and accountability.

2.4 THEORETICAL FRAMEWORK UNDERPINNING THE STUDY

This section discusses the two theories that inform the study. The two theories underpinning this study are transformational leadership theory and distributed leadership theory. This section begins by defining each theory by looking into their origin and then suggests how they are used as frameworks for the study. In other words, it will give an indication of how the two theories become relevant in informing this study. It will also shed some light as to why the two theories will help me to answer the main research question as well as the other subsidiary questions. Moreover, it will also show how these theories are relevant to the objectives of the study. Finally, these theories will enable the researcher to make sense of the data to be collected and interpret such data as well as to make conclusions and recommendations about the data.

This is a small qualitative study positioned in the interpretive paradigm (Cohen, Manion and Morrison, 2011). It seeks to understand the views of principals regarding their own professional developmental needs in relation to teacher leadership.

I now discuss the theoretical frameworks that inform the study.

2.4.1 Transformational Leadership Theory

Transformational leadership theory originated in 1978 with the work of James McGregor Burns as a means to move away from leadership control over people, and to encourage a

more involving type of leadership in which a ‘leader uses power with or through people’ (Burns, 1978). At first Burns described two leadership theories, transactional and transformational leadership theories. Transactional leadership theory entailed that both the leader and the follower work together with the leader giving instructions on how tasks should be performed. At the end when the task is completed the follower is rewarded and the two parties satisfy their own personal interests. Transformational leadership on the contrary allows the leader and the follower to share their expertise but more importantly it motivates the follower to change the attitude of being inferior and promotes in a follower an attitude to become more involved in leadership roles that will ultimately develop them into leaders (Bass, 1999). In his work Burns further suggests that effective leadership takes place when the leader works with the led, his followers, instead of imposing on them. This definition of transformational leadership suits this study quite appropriately since in this study the emphasis is to enable the principals to promote shared leadership where principals lead with their teachers and encourage them to become leaders themselves.

Other proponents of transformational leadership such as Blasé, (1989) suggest that transformational leaders raise their followers to higher levels, Leithwood, (1999) further suggests that transformational leaders empower and support teachers to improve the culture of learning in schools through appropriate professional development. Bass (1999) also argues that transformational leadership theory deals with transforming the way the followers think about their roles and encourage them to become leaders themselves. Transformational leadership also presupposes that there school leaders need to become change agents and encourage teachers they lead to be change agents as well (Tichy & Davanna, 1986; Grant, 2006; 2008). This theory also encourages all role players to be courageous, less resistant to change, believe in people and their competencies, encourages people to have strong values, become life-long learners, embrace change and cope with complexities and be highly visionary (Tichy & Davanna, 1986, p. 24-35). This notion is confirmed by recent writers who hold the same view that transformational leaders embrace change and lead with their followers and promote a culture of shared-vision (Daft, 2002). Other recent writers also concur this notion and further add that transformational leadership encourages collaboration and participative in which all role players work together as a team to achieve their collective goals (Bush, 2007; Fink, 2005 and Muijs & Harris, 2011). Given the points made here, I suggest that this theory seem to be relevant to this study in that it encourages collaboration, shared-decision making, collectivism which are the elements of teacher leadership.

Transformational leadership theory also seem to link well with this study in that it is an approach which encourages current school leaders to deal with challenges brought by innovations of the new regime which demands a sharing of power, decentralisation and democratisation (Leithwood, 1999; De Villiers & Pretorius, 2011). Drawing from these view points, the researcher suggests that transformational leadership theory seem to be useful for principals of this era in that it supports and promotes teacher leadership. While this theory dates back three decades but it is still applicable and relevant to the current leadership debate because of its value in the area of teacher leadership.

2.4.2 Distributed Leadership Theory

Apart from transformational leadership theory, this research is also informed by distributed leadership as a theoretical framework. There are many various ideas entailed in distributed leadership and this section focuses on those that seem to be relevant to the study. To start with, this section will begin by defining distributed leadership and exploring what it entails. One of the proponents of distributed leadership, Gronn, (2000, 2002) suggests that the core of distributed leadership is delegation, shared leadership or collaboration where there is shared expertise in order to complete a given task. This notion suggests that distributed leadership is a collective form of leadership where members of the organisation work together to achieve a common goal (Grant, 2010). This theory seems to fit well with the purpose of the study which is partly to look at the promotion of teacher leadership in schools. Grant (2010) contends that distributed leadership promotes shared leadership through teacher leadership where leadership becomes a collective activity. Distributed leadership is further viewed as the means to facilitate the implementation of teacher leadership. Grant (2009) expressed that teacher leadership enhances transformational leadership and that the absence of teacher leadership in South African schools could jeopardise transformation of schools into democratic learning institutions. Distributed leadership thus seem to be helpful in this regard in that firstly, it encourages diverse groups to work together to improve instructional activities for the purpose of improving the quality of teaching.

Secondly, it also promotes interaction between diverse teachers as leaders and it also appreciates this diversity since those who interact, benefit from the diverse interactions (Muijs & Harris, 2008). Moreover, distributed leadership implies ‘interdependency rather than dependency’ (Gronn, 2002. p. 331) which suggests how leaders with diverse expertise

should work together appreciating their diversity and using it to achieve common goal and share responsibility and accountability. Distributed leadership also suggests that the leader and the led influence each other in order to promote quality teaching and learning (Leithwood & Jantzi, 2000; Muijs & Harris, 2008). The descriptions of distributed leadership theory given here seem to relate to the research focus of this study since in this study I intend to find out if principals are able to promote teacher leadership in schools.

I believe that if principals are able to distribute leadership roles through effective shared decision-making and shared expertise, they may be in better positions to promote teacher leadership and spread it to the rest of the teaching staff. Distributed leadership thus seem relevant as a theoretical framework that underpins this study because as Gronn (2002) suggests, teacher leadership emphasizes that there should be collective action taken by colleagues irrespective of their positions or ranks which aims to empower each other which reflects distributed leadership. Gronn (2000) and Grant (2010) further suggest that distributed leadership is a form of leadership that replaces the traditional forms of leadership which were individualistic and conservative with more collective and collaborative forms which empower ‘all’ not a ‘few’.

In this case distributed leadership theory holds the premise that all organisational members have an ability to lead though the degrees of their abilities to lead may vary but the bottom line is that they all can lead provided they are given an opportunity to do so (Muijs & Harris, 2008. p. 440). Literature further suggests that teacher leadership is an element of distributed leadership theory since distributed leadership theory assumes that for any organisation to improve its practice and become more effective there should be collaboration and joint action to achieve the desired outcomes of the school. The value of distributed leadership theory is shared by international researchers who believe that leading schools require multiple leaders instead of individual leaders (Harris & Muijs, 2005 and Spillane, 2006). A similar view is held by Grant (2005, p. 46) who suggests that “distributed leadership is about maximising the human resource capacity within the school by engaging people in leadership activities according to their expertise”. It must be mentioned here that although distributed leadership advocates sharing of leadership roles, it does not suggest that principals and the SMT must give their formal positions to level one teachers but rather it suggests that those in management positions should encourage informal leadership to prevail so that all are empowered to lead. This implies that level one teachers should be allowed to assume other leadership positions such as being the: subject head; subject co-ordinator; grade head, phase

co-ordinator as well as other leadership positions in extra-curricular activities such as sport; arts and culture; learner-teacher welfare and other functional structures. In this case I argue that it is the responsibility of principals to provide teachers with access to such informal leadership positions so as to empower them and enable them to contribute to the development of the school.

The argument I am making here is that the SMT and principal need not to assume responsibility for all the management and leadership functions while there are teachers who can take perform in such roles. I have observed that in some schools you find that Heads of Departments are also grade heads and subject heads and I just wonder why such authority is not given to other teachers who are not members of the SMT? In some schools you find that SMT members and the principal are also leading in assessment and policy matters without involving teachers yet such matters affect them directly but they are not part of them. I believe that if teachers have the ownership of something that affect them, they may be in better position to become actively involved in such programmes and give constructive inputs which will ultimately contribute to the holistic development of the school. These are some of the reasons I am using distributed leadership as a framework because it informs my thoughts of advocating for a dispersed kind of leadership.

The ideas underpinning transformational leadership and distributed leadership theories seem to be relevant in this study in that they both assert that principals as leaders should allow for collaboration, co-operation, shared-decision making, and use of individual's expertise to promote a positive working climate which will in turn yield success for the school, teachers and learners. These theories further suggest that one of the elements of growth and development is reform. In this instance, transformational leadership fits well with this study in that it suggests that principals should lead the implementation of new policies; new curriculum innovations and other innovations (which is a reform that promotes growth). Moreover, these theories will form the basis for a better understanding of the data that will be collected. The theories will further form the basis for analysing data since data does not speak for itself but requires a framework so that it will make sense (Cohen et al., 2011).

2.5 Conclusion

In this chapter, attention was given to the review of literature relating to the study. The literature substantially covered a broad range of issues including: professional development

of school principals, continuous professional development (CPD), ACE-SL of school principals, challenges facing continuous development of school principals, teacher leadership and the role of principals in promoting teacher leadership, other challenges relating to the promotion of professional development by the principals, to mention but a few. The chapter further discussed the two theoretical frameworks that underpin the study and they are: transformational leadership theory and distributed leadership theory. Their relevance to another and to the study was explained in this chapter.

CHAPTER THREE

THE RESEARCH METHODOLOGY

3.1 Introduction

This chapter reports on the research methodology which involves all the steps from the start to the end of the research process. Research design and methodology assist the researcher to arrive at the findings of the study. This methodology is described by White (2005, p. 80) who contends that research methodology includes:

1. The description of the research design
2. The participants (sample and population)
3. Measuring instruments (data collection methods and techniques); and
4. Data analysis

In essence this chapter deals with the question of how the whole research process unfolds. This chapter initially focuses on the description of the research design and what it entails. Secondly, it looked at the sample used as the source for obtaining data for the study. Thirdly, attention was given to the methods, techniques and instruments of collecting data respectively. Finally, the chapter discussed the findings of the study using data analysis appropriate to the methods of data collection. The chapter also explains research design, sampling, data collection methods and techniques as well as data analysis methods used to facilitate this research. It also deals with issues of trustworthiness and transferability of the research findings. Limitations, which are inherent, to most small-scale qualitative studies, are also explored.

3.2 Research Design

A research design is a blueprint or step-by step plan of how the researcher intends to conduct research (Mouton, 2001) and systematically collect and analyse the data that is needed to answer the research question (Betram, 2004). Punch (2009) describes research design as the basic plan for conducting a research. For Punch research design is categorised into four parts. Firstly, it comprises of a strategy. Secondly, it is based on a conceptual framework, thirdly, it involves who or what is being studied. Finally, it presents the tools, instruments and procedures used to produce and analyse empirical materials. The study presented here is a

small scale qualitative study positioned in the interpretive research paradigm in which a qualitative research design was selected since the researcher sought an in-depth understanding of the principal's views on their own professional developmental needs in order to promote teacher leadership in schools (Nieuwenhuis in Steyn, 2011 and Cohen et al, 2011). The study employed an interpretive approach (Cohen et al, 2011) in order to obtain the principals' views, understanding and experiences regarding their professional development in relation to teacher leadership. This is because the core of the interpretivist paradigm is to understand the subjective world of human experiences and to keep the integrity of the subject being studied by trying to understand the person from within (Cohen, Manion & Morrison, 2000). Since my study was about the views of principals regarding their PD needs in relation to teacher leadership, interpretivist paradigm gave me a platform to get closer to the participants and seek to understand their feelings, attitudes, experiences and challenges they encounter in their practice in relation to professional development and teacher leadership as advocated by Terre Blanche & Durrheim (1999) and Cohen et al (2000).

3.3 Sampling

According to Betram (2004) sampling entails making a decision about who will be involved in a study in order to answer the research question. Sampling allows the researcher to decide how many participants will be used in an attempt to answer the research question. Another significant element of sampling is representativeness which implies that a researcher should choose a sample that will be representative of the research population from which a researcher will draw conclusions about the research topic (Betram, 2004; Cohen et al, 2011).

3.3.1 Sample Size of the study

There is no clear-cut prescription as to what size the sample of research should be (Betram, 2004 and Cohen et al, 2011). These writers suggest that the size of the sample depends on the purpose of the study, nature of the population under scrutiny and level of accuracy required, to mention but a few. In addressing the research posed by this study and for the purpose and time allocated for this study the size of the sample was four school principals in Imbali ward of Umgungundlovu District in the kwaZulu-Natal province. Two principals were from primary schools and one principal from high school with different quintile status to represent

different socio-economic contexts of the schools (Radenmeyer, 2007). The quintile status of the school provides an indication of the socio-economic status of that school. The socio-economic status in turn indicates whether the school is under-resourced or not. The least privileged schools have a low quintile (quintile 1-2) and privileged schools have a higher quintile (3-4). It must be noted that the sample consists of only male participants. The reason behind this is that when I approached female principals they were not prepared to become participants, some said that they did not have time for interviews and some said they did not understand the research so they preferred not to be part of something they did not understand. Thus, as a researcher with my understanding of the fact that research is voluntary and autonomous (Betram, 2004 & Cohen et al, 2011), I decided to work with the participants who were willing to be part of the study.

3.3.2 Sampling Method

This study employed a purposive sampling method since it sought to make a specific choice of participants (Cohen et al, 2000; Cohen et al, 2011; Betram, 2004). In this case the choice is made specifically to find the views of primary and secondary school principals. This study also intends to access participants who are regarded as having in-depth knowledge of the particular issues being researched in this study (Ball, 1990). This sample is regarded as information-rich participants for the study since they are principals themselves and are aware of the issues affecting principals (Greeff, 2005). The participants are also experienced since they have been principals for more than a decade now. Nevertheless, it is noted that this kind of sample will not provide generalizable findings since participants were all males. The participants did not represent the whole population of principals fully, but that was not the primary concern of the study. The study rather aims to acquire in-depth information from those principals who are in the position to provide it (Cohen et al, 2011).

3.4 Data Collection Methods

In addressing the research question of this study, a multi-method approach was undertaken to obtain data. According to Cohen et al. (2011) using more than one method of data collection is referred to as multi-method approach. I decided to use this approach because I wanted to enrich the data that I collected. The methods chosen to collect data reflect an attempt to

understand the views of principals regarding professional development in relation to teacher leadership. These methods include interviews and document analysis (review) and are tabulated below as follows:

Source of data	Data Collection Method	Data Collection Instrument	Data Collection Technique
School Principals	1. Interviews (primary data for this study)	1. Interview Schedule	Semi-structured face to face interviews using a tape recorder and field notes
	2. Document Analysis (secondary data for this study)	2. Analysis Guidelines	Thematic (content) Analysis

Figure 3.1

3.4.1 Interviews

In this study I used interviews as a primary method of collecting data. An interview in research, is described as a structured conversation between the researcher and participant where a researcher designs particular structured questions and use them in a conversation to obtain particular information from the participant (Cohen et al, 2000; Betram, 2004). In research, interviews are used to get in-depth information from the participants about a particular issue (Dyer, 1995 & Cohen et al, 2011). The interview is a flexible tool used to collect data and it enables multi-sensory channels to be used including: verbal, non-verbal (gestures, eye-contact), spoken and heard (Cohen et al, 2011). Interviews were suitable for this study because I intended to capture all these senses during the interview.

3.4.1.1 Semi-Structured Interviews

This study used semi-structured face-to-face interviews as a technique for data collection since the researcher used predetermined research questions to obtain data. Structured open-ended questions were used to provide open-ended unstructured responses (Cohen et al, 2000; Betram, 2004). I used semi-structured interviews to allow all participants to respond to the same set of questions in order to increase level of comparability of their responses (Cohen et al, 2011). Semi-structured interviews also allowed me the space to seek clarity of the participants' responses and probe and make follow-up questions into specific lines of enquiry (Niewenhuis, 2007). Since the study sought in-depth feelings of the participants and to gain access to hidden data that does not emerge in other methods such as document analysis, semi-structured interviews proved to be best suitable for this purpose. This technique became particularly relevant to my study in that it was flexible and allowed me freedom to rephrase and paraphrase research questions when the need arose. These types of interviews seemed to fit with the purpose of the study and also gave me the best chance for the collection of strong and rich data for the study. The duration of the interviews was about thirty to forty (30-40) minutes depending on the pace of the conversation since some of the participants took time to respond while others were a bit faster.

3.4.1.2 Interview Schedule

An interview schedule was used as a data collection instrument in this study in order to record all the questions which the researcher asked the participants during the interviews. The interviews comprised of open-ended questions only since the study intended to gain insight into the issues of concern which would not be possible if closed-ended questions were used. Mixed questions were used in the study and were categorized into demographic, background, experience, knowledge, descriptive as well as contrasting questions (Sprandley, 1979 & Patton, 1980). The interview schedule also comprised direct and non-specific questions which allowed respondents to give factual as well as opinion based responses (Tuckman,1972). The first section of the interview schedule comprised of the questions that related to the biographic and demographic information of the participants. This information was crucial for the study since it provided the participants' profiles. These profiles provided valuable information for the study which enriched the data collected.

3.4.1.3 Tape Recorder and Field Notes

During interviews a tape recorder and field notes were used to collect raw data. Since interviews were the primary method of data collection I used in the study, it became imperative that I captured every word uttered by the participants during the interviews. Consequently, I used a tape recorder in order to capture the exact words of the participants, verbatim (Betram, 2004, Cohen et al., 2011, Rule & John, 2011). It also assisted me to avoid any distortions which might have occurred if I used another instrument (Miles & Huberman, 1994). I also used field notes in order to record other observations which could not be recorded by the audio tape such as facial expressions and gestures. I also used it to record dates of the meetings attended, and some contextual thoughts about the school which were useful to the study (Betram, 2004). Both these instruments enhanced the quality of data that were collected during the study.

3.4.1.4 Document Analysis (review)

Document analysis was used as a secondary method of collecting data. It was used in order to support, verify, confirm and enrich data collected using interviews in this study. The researcher analysed school documents that were relevant to professional development programmes particularly those that dealt specifically with teacher leadership. Such documents included: staff development policy, records of evidence regarding delegation of power, school departmental policies, Integrated Quality Management Systems (IQMS) records which contained matters of diagnosis of developmental needs and feedback on development done, staff minutes containing records of teacher professional development issues. Studying the documents gave me the opportunity to find out that the principals in their schools were trying to expose teachers to development programmes to a particular extent. I also learnt from the documents that the principals themselves were involved in various development programmes that are aimed at sharpening and improving their own leadership and management skills and knowledge. The details of my findings follow in chapter four where I will discuss them. Analysing the documents was of great value to the study as it provided me with insight on the association of the institutional context and the exposure of the principal to professional development programmes.

3.5 Triangulation

Triangulation in research refers to the use more than one methods of collecting data (Cohen et al, 2011 p. 195). In this study triangulation was ensured by using multi-methods including the interviews and document analysis. Various documents were used and reviewed in order to ensure that evidence was obtained to confirm and verify what transpired in the interviews, as mentioned above. The different documents analysed were also meant to enrich the data. Triangulation attempts to provide a full explanation of the perceptions of principals regarding their own professional development by studying them from more than one angle (Cohen et al, 2011). The specific type of triangulation used in this study was methodological triangulation in that the same methods (interviews and document analysis) were used in different occasions and contexts (different school principals in their different school contexts). This implied that in this study similar interview schedules were used to interview different principals and similar documents (like Integrated Quality Management System documents (IQMS) records, staff development policy, staff meeting minutes) from different schools were gathered and analysed. This approach had provided a rich and complex data which had enriched the findings of the study. Interesting findings also emerged through the use of variety of the documents coupled with in-depth interviews to enhance the richness of the data collected.

3.6 Data Analysis Methods

I used qualitative methods of data analysis since this was a qualitative study. At this stage of research, data was recorded, integrated, transcribed, coded and categorized into common emerged themes. I used a thematic data analysis method as advocated by McMillan & Schumacher (1993); Cohen et al. (2011). The approach of the analysis was deductive in nature in that the researcher had a clear theoretical framework before the study was conducted and was used to analyse the data collected (Betram, 2004). I also analysed drawing on Miles & Huberman (1994, p. 11) that data analysis activities should include data reduction, display and drawing of conclusions, which will follow in chapter four. For the purpose of this study I used data reduction since it involves the collection of data according to the boundaries of the theoretical framework of the study and research questions. It also involves organizing data and sorting it into categories then looking for relationships between those categories, which is what I did in this study (Betram, 2004; Cohen et al., 2011; Rule & John, 2011).

In the case of data obtained using documents, data was analysed using analysis guidelines as an instrument as well as content analysis as a technique in which themes and patterns were used to make sense of the data collected (Betram, 2004).

3.7 Ethical Considerations of the Study

All participants were asked to give their informed consent prior to the commencement of the study, during my first visit to the school. This was done after everything had been explained to them about the study including the main and subsidiary questions as well as the objectives which were also clearly unpacked and simplified for the participants so that they became aware of what exactly was expected of them during the research process. I tried to be as explicit as I could to the participants about all the aspects of the study. I also assured all participants that pseudonyms were going to be used instead of their real names and their schools in order to ensure that anonymity of participant's identities as well as confidentiality of the whole process was maintained (Cohen et al., 2011 & Betram, 2004). Another aspect of ethics that needed to be respected was the autonomy of the participants in the study in that participants were allowed to withdraw at any point they felt like doing so since they voluntarily participated (Betram, 2004 & Mouton, 2001), I also explained this to all the participants. Since interviews were used as the method of collecting data in the study, participants were informed in advance that field notes would be taken and that the tape recorder would be used. I also informed all the participants in advance that the study aimed to provide information for future research and also to form the basis for understanding the context they work in as well as their practice in relation to teacher leadership. Participants gave their informed consent after everything was explained to them and their concerns were addressed prior to the commencement of the study.

In order to ensure that I complied to the ethical standards of research, I allowed the tape recorder to capture every word from the participants without interfering. At the end of each interview, I re-played the tape to the participants so that they could be assured of the exact words that were captured and they also got a chance to verify and confirm the accuracy of the data collected.

3.8 Ensuring Quality of the Research Study

3.8.1 Reliability and Validity

Literature reveals that it is difficult to generalize findings in a qualitative study (Betram,2004; Cohen et al., 2011; John & Rule, 2011). Nevertheless, reliability and validity of the study can be improved (Betram, 2004. pp 70-71). Internal validity in this study was improved by allowing participants to read their interview transcripts and listen to the tape recorder in order to confirm accuracy. The researcher also maintained content validity by ensuring that interview questions covered the area relating to research question in order to achieve research objectives. Construct validity was also improved by ensuring that concepts which were core to the research question were unpacked, simplified and defined thoroughly so that participants understood them the way they were supposed to. Reliability was achieved by ensuring that data were coded accordingly (Mouton, 2001; Betram, 2004).

3.8.2 Trustworthiness of the findings

I used multi-methods from interviews and relevant documents in order to compare and confirm the findings obtained through these methods. Interviews were used as a primary research method and document analysis was used in order to confirm data from the interviews. This strengthened triangulation of evidence and that in turn enhanced the trustworthiness of the research findings. This was achieved by using both methods across all participants. All participants were also asked the same questions in the same order as they appeared in the interview schedule. The only thing that differed was the manner of probing which depended on the manner in which participants understood questions and responded to them and also the extent to which they elaborated and clarified their responses. All questions that appeared in the interview-schedule were written in simple English and participants were asked to seek clarity whenever they felt they did not understand the question. Ambiguity was avoided as far as possible in all the questions. To further ensure the quality and authenticity of data collected, transcripts were taken back to the participants so that they could confirm accuracy before analysis was done. School documents that were analysed were those relating to professional development and development policies. Similar documents were requested from all principals.

Since the study was qualitative in nature, the issue of generalisation of the findings could not be made possible but transferability could rather be possible as an alternative (Guba, 1981; John & Rule, 2011). This implies that the findings of the research study in question could be transferable to a similar context in future. I also intend that the findings of the study be used to pursue further study using the gaps that could be identified in it.

3.9 Limitations of the Study

Like any other study, this study has “certain limitations” (John & Rule, 2011 p. 110). Some limitations of this study related to the nature of the study itself whereas some related to the researcher and the context in which the research took place. In the first place and in relation to the nature of the study, the size of the sample was small since it was designed to be small-scale qualitative research. Therefore, the findings would not be generalized but transferability is possible in that its findings could be used to provide useful information about principals’ views and experiences which would assist future researchers. My intention was not to generalise the findings but was to contribute to the studies done in this area. Such findings could also be used in future in similar contexts to provide interventions to support school principals in the area of teacher leadership if a need arose.

Secondly, the issue of time allocated to conduct this particular study posed some limitations in terms of the scope of the study. This reflects that the number of participants chosen was limited and the issues of convenience, distance and accessibility also had impact on the choice of the sample and its size. Another limitation was that the researcher was a post level one educator who had to interview principals. This impacted on the study because principals seemed reluctant to disclose their practice to me, as a researcher, it was like they told me what I wanted to hear. Nevertheless, I tried to make principals feel at ease by telling them that the study was not about them personally but rather about their experiences and views relating to their practice. Moreover, one of the participants was the principal of the school where I teach, so I felt he was not giving the honest information he was going to give to someone from outside our school particularly with regards to his own practice. However, I tried as much as possible to probe until he was able to talk freely. Another challenge was that the participants comprised of only male principals and this means that the females’ views were never obtained since there was no participant from the female side.

Some documents analysed contradicted what the principals said during the interviews. In some policies there was no clear mention of the specific professional development programmes yet the principals stated that everything was documented.

3.10 Significance of the Study

In conclusion, the literature reviewed in this study suggests that professional development in schools is essential especially for principals. This is because if principals are empowered through development, it becomes contagious to the rest of the staff if the principal is adequately empowered through professional development (De Villiers & Pretorius, 2010; Msila & Mtshali, 2011; Pinchot & Pinchot, 1993; Steyn, 2011). Since there has been a shift from a centralized leadership to a more decentralized kind of leadership that is characterized by shared-decision making and shared vision as well as parallel leadership (De Villiers & Pretorius, 2010, p. 575), principals are faced with a challenge to ensure that this practice is implemented in their schools.

It was the above factors that motivated the researcher to undertake this study. The researcher felt it was necessary to conduct the study in order to find out the views of principals with regards to their professional development needs in relation to promoting teacher leadership in schools. The researcher wanted to get principals perceptions on what they regard as significant skills and knowledge that would assist them to encourage teacher leadership in schools. The researcher wanted to uncover what principals regard as important skills that they need to have in order to be in a better position to promote teacher leadership in schools. A research design is a blueprint or step-by step plan of how the researcher intends to conduct research (Mouton, 2001) and systematically collect and analyse the data that is needed to answer the research question (Betram, 2004). This is a small scale qualitative study positioned in an interpretive research paradigm in which a qualitative research design (Nieuwenhuis in Steyn, 2011 and Cohen et al, 2011) is selected since the researcher sought an in-depth understanding of the principal's views on their own professional developmental needs in order to promote teacher leadership in schools. The study employed an interpretive approach (Cohen et al, 2011) in order to obtain the principals' views, understanding and experiences regarding their professional development in relation to teacher leadership.

3.11 Conclusion

This chapter presented the manner in which the study was carried out. It began by giving the sample size, which comprised of four principals from Imbali ward. Purposive sampling was used as the sampling method since the participants were chosen deliberately. The chapter also presented the data collection methods which were semi-structured interviews and document analysis. During the interviews, tape recorder was used in order to ensure that the data were captured accurately as far as possible for analysis purposes. The chapter also presented the manner in which data were analysed using relevant analysis guidelines. The ethical considerations were also presented in the chapter where anonymity and confidentiality of the study were ensured through the use of pseudonyms and safe keeping of research findings, transcripts and tape recorder. This section also revealed how the quality of the research and research findings was ensured through reliability, validity and trustworthiness of the study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1 Introduction

This chapter presents, discusses and analyses the data obtained from the interviews and documents of the research sites and respondents. The list of research instruments used in the study are included in the annexure section in the form of the interview schedule and list of relevant documents that were analysed. The purpose of the chapter is two-fold in that it starts by presenting data collected and then moves to the analysis and discussion of the data. The presentation of data commences by providing some biographic and demographic information regarding the participants. This is done in order to give an indication of what kind of participants were involved in the study, what kind of contexts they work in and how long have they been in their positions as principals which will in turn inform the way they respond to some of the field questions. Presenting the biographical and demographical information of the participants was essential for this study since it gave more insight to the reasons why principals responded in the way that they did. It also informed some of their practices and the way they handle issues of professional development and teacher development which are core to the study.

Participant Code	Qualifications	Employment Status	Experience as Principal	Gender	Age
Principal A	M+5	Permanent	20	Male	51 – 60
Principal B	M+6	Permanent	15	Male	51 – 60
Principal C	M+5	Permanent	18	Male	51 – 60
Principal D	M+6	Permanent	23	Male	51 – 60

Figure 4.1: Biographic details of participants

4.2 Biographical Information of the Participants

As mentioned in chapters one and three of this study, four participants were used. All the participants were school principals, two were from primary schools and the other two were from high schools. All participants were males and Black Africans. They all work in township schools. They all have been principals for more than a decade. To be specific, two

of them (one from a primary school and another from a high school respectively) have been principals in the same schools for more than twenty (20) years. Another principal from a high school started at a primary school where he remained for more than ten years. He has been in a high school since 2007. The last one from primary school has served as a principal in that school for at least twelve years. In terms of academic qualifications, two principals (one from a high school and the other from a primary school) hold Master of Education degrees. The remaining two hold Honours degrees in Education and the one from the high school is currently studying for his Master of Education degree. Three of these participants were principals during the apartheid regime and they are aware of what schooling was like before the democratic era. All of these principals have received training in the ACE-SML programme. The principals holding Master in Education degrees have specialised in Leadership and Management and Teacher Development respectively. The one at Honours level has specialised in Curriculum studies.

4.3 Demographic Information of the Participants

All four principals were from the Imbali circuit within Umgungundlovu District in the province of Kwa-Zulu Natal. Three of them have worked in the same circuit for the past decade except for one who recently joined the circuit in 2012 when the circuits were merged. They all report to the same supervisor, the circuit manager. They all belong to the same association for principals and to the same cluster. Their schools differed in terms of the quintile status, which in turn determined the socio-economic status under which they worked. Some of them were 'no fee schools' (a status given to schools which are exempted from paying school fees) but some were not. Two of them have section 20 status and the other two were section 21 schools. Section 20 schools are schools receive their funding allocation from the state in the form of 'paper budget' and not in cash while section 21 schools receive their funding allocations in the form of direct deposits into their bank accounts (DoE, manual 4, 2004, p. 11). This implies that these schools are different in terms of control over their financial resources. This in turn have an impact on the manner in which they have access to financial resources available for facilitating professional development activities. During the time the study was conducted, some of these schools consisted of the majority of the teachers who were about to retire while others had teachers who had recently joined the profession and who have been trained in recent years.

The significance of this combination of teachers in these schools was that teachers who received training at that time seemed to be more aware of the essence of teacher leadership compared to those who received their training a long time ago. This implied that teachers who were new in the profession at that time might be less resistant to change since they still had more time to stay in the profession as opposed to those who were soon to retire. Some of these schools were dominated by teachers who held Diplomas only as professional qualifications whereas others were dominated by teachers who were post graduates while other schools had both categories irrespective of whether they were primary or secondary teachers. Three of the participants led larger schools of more than 40 teachers with enrolments of 1 000 to 1 500 learners, while one had an enrolment not exceeding six hundred learners and about 20 teachers. The number of teachers in each school pointed to the degree of management of diversity required in each school. It also pointed to the assumption that each principal had a certain degree of development that had to be managed in each school. Some of these schools were averagely resourced, one was just above average in terms of availability of resources while another one was under-resourced and was located in a community that vandalizes the school and steals from it. I also mentioned earlier that those principals operated in schools which were under-resourced with very limited resources at their disposal. This was evident in terms of the absence of facilities such as laboratories, functional libraries, computer labs, to mention but a few.

As a researcher, I saw it fit to bring to the fore this biographical and demographical information about the participants so that it gives an indication of the contextual setting in which those principals operated. I also believed that the information provided an indication of the background of the participants regarding their experiences in the education arena and more particularly in their positions as principals. The information further provided some useful information about the academic advancement of the participants as well as their exposure to leadership and management programmes. Furthermore, the implications of the demographic factors mentioned above might be that the principals had to deal with a number of complexities in their working contexts which seemed to be their top priorities ahead of the implementation of professional development programmes in the form of teacher leadership.

4.4 Presentation of data from the Interviews

Each principal was interviewed individually by means of the interview schedule. The interview schedule I used consisted of ice-breaking questions and core field questions. I used the ice-breaking questions to get each principal talking and to make them feel at ease. These questions allowed each principal to talk about his experiences as a principal. In this question they told me everything they wanted to tell because the question was open and highly subjective, allowing them to share anything that came to mind about their journey as principals. As they shared their experiences, they began to talk about some of the issues that were part of the core questions. This allowed me to probe further using core field questions in no order to get the conversation going. Data obtained through the use of interviews in this study were tape-recorded in order to ensure accuracy of the data presented. I also used field-notes during the interviews to supplement the audio data captured by the tape. Field-notes also allowed me to take note of the physical expressions of the participants to indicate their feelings and emotions about certain issues during the interview. This was useful for the study as it assisted me during data analysis. Taped interviews were transcribed and field notes were typed. Translation of interviews was unnecessary since the interviews were conducted in English. When presenting data quotes from respondents are used in order to ensure that the voices of the respondents are heard, and not only the voice of the researcher in order to enrich the data (Betram, 2004. p. 157).

4.5 Analysis and Discussion of Data from the Interviews

Since the study was qualitative, data were also presented, discussed and analysed qualitatively using the themes that emerged from the interview transcripts. Content or thematic data analysis was used in the study since themes emerged when data were coded and categorised. Content analysis of the interview data produced four themes and some of them consisted of sub-themes. The themes that emerged related to leadership styles, professional development and teacher leadership:

- Leadership style prior to 1994
- Leadership style post 1994
 - Curriculum transformation
 - School governance

- Professional development and professional development programmes
- Advanced Certificate in Education School Management and Leadership programme
- Teacher leadership
- Challenges facing principals regarding teacher leadership
 - Policy- theory and practice
 - Too many innovations.
- Shared decision-making
 - Power sharing
 - Teamwork and collaboration

Each theme was analysed separately and was evidenced by the quotes from the participants in order to make the voice of the participants heard (Rule & John, 2011; Betram, 2004).

4.5.1 Leadership prior to 1994

I mentioned earlier that all the principals interviewed (participants) in this study were already practicing teachers before the dawn of democracy in 1994. Since three of them were principals and one was a deputy principal during the apartheid regime, they were all aware of the leadership styles that dominated in schools during that time. When asked to share their experiences as principals, they all regarded the schooling system prior to 1994 as the system that promoted autocracy and bureaucracy characterised by hierarchical (top-down) structures where education was mostly nationally centralised. They all expressed the view that the top-down approach used by the national department of education was the same approach they used in schools since they had to carry out the directives and convey them to the rest of the teachers in their schools without any freedom and flexibility to contextualise such directives and decisions.

A striking feature of all the principals interviewed was that during the apartheid regime they led the schools alone using the directives from the provincial department which they received via the circuit inspectors (now referred to as circuit managers). Generally, all principals had deputy principals during that period. All principals shared the view that the deputy principals they had during the apartheid system, were never involved in crucial decision-making but

they took direct orders from the principals and carried them out as told. They further expressed that during that time they had powers and authority as principals to hire any teacher they wanted without any consultation with anybody at the school. In support of this comment principal A (primary school) was adamant that:

“...leading schools was fairly simple during the old times because I used my own discretion on matters relating to staffing particularly on recruiting a new teacher for my school because as a principal I knew what the school needed...now those powers are taken from us and we are told by the School Governing Body (SGB) who knows very little about the school”.

Principal B (a deputy principal at the time of apartheid and now a primary school principal) commented:

“I hated it when the principal was away and I had to remain at school with teachers because I looked like a fool to them since I knew very little about the management and administration matters of the school...I felt so worthless in that position...”.

Regarding crucial decision making in the school such as policy making, establishment of staff development programmes, establishing the vision, mission and school policies of the school all principals concurred that they never asked for inputs from their deputies and teachers. Instead they imposed to them and the rest of the teachers most of the crucial decisions and policies they had formulated at school the same way the Department of Education was imposing on them via circuit inspectors. In his words principal C indicated that the deputy principal and the rest of the teaching staff were only involved in *“routine day-to-day decisions which were mostly limited to the classroom”*. Another striking feature of the system of education before 1994 expressed by all participating principals was that principals seemed to be less concerned about the expertise of the teachers they worked with. Therefore, principals did not delegate certain leadership and management tasks to the teachers because they regarded themselves as the only ones who were in charge and in control and who had superior powers than the rest of the teachers.

4.5.2 Leadership style post 1994

All four principals shared the same notion that since the dawn of democracy, South Africa has experienced a shift from an autocratic system to a democratic system which was in line with the South African Schools Act (SASA) of 1996. They pointed to many changes that took place since the beginning of the new era. I discuss those changes that relate to the study below.

4.5.2.1 Curriculum Transformation

All principals expressed that there were numerous curriculum changes observed since 1994. These included, curriculum 2005, Outcome Based Education (OBE), National Curriculum Statement (NCS), NNCS and now CAPS. Principal D (high school) commented that:

“...these changes were and still are overwhelming for us as principals”. In his words Principal A (primary school) suggested that:

“some of these innovations are ill-conceived and ill-advised...and most of the innovations are politically influenced as every minister wants to prove a certain point by introducing new curriculum...its like no minister wants to finish what the other one started...”.

All principals expressed the view that as principals the department of education did not prepare them adequately for such innovations. They all agreed that they were expected to motivate the teachers for such innovations yet they were unprepared themselves for such *“sudden changes”*. Principal B stated that *“everything happened so fast...at times when teachers asked what to do regarding the curriculum I honestly did not know what to say”*. They also pointed out that curriculum innovations came with the change in the methods of teaching which required teachers to be trained in order to fit in the new system yet the time allocated for such trainings was not sufficient. Principal A mentioned that during the times of ‘a very noisy OBE’ (Jansen, 1999) *“most teachers from my school resigned and those who were closed to retirement took their early retirement because they felt they were not coping with such overwhelming changes”*.

All principals expressed the view that curriculum changes brought to the schools received very little support in terms of monitoring of their implementation, in that teachers were normally trained once at the beginning of each year and very little was done to monitor their

progress in implementing what they had been trained to do. They felt that a lot of support was required from them as principals yet they receive very little from the department of basic education.

4.5.2.2 School Governance

Post 1994, another striking reform that impact on leadership and management in schools was the establishment of the SGBs which was mandated by the South African Schools Act of 1996 (SASA, 1996). Prior to this establishment, both the school governance and school management were core functions of the principal with minimal involvement of the School Committees (Mokoena, 2011). When the society was democratised, school governance became a responsibility of the SGBs and the principal was assigned school management functions (SASA, 1996).

Principals involved in the study had contrasting views about the involvement of SGBs. Principal A for example, was adamant that “the involvement of SGBs in school governance showed that the department of education is

“...gradually losing trust on the principals...crucial decisions are taken away from the hands of the principals and are given to the parents who have historically proven to show lack of interest in the school...”.

It seemed as if this principal was not convinced that the SGBs could take such a responsibility. It could be because given the history of education in South Africa, parents were not actively involved in education particularly in decision making of this degree.

Concurrently, principal B shared the same view that SGBs were problematic in that:

“...they have very little knowledge about the schooling system...they don't fully comprehend what their role entails...they want to interfere in matters that do not concern them...and that require principals to educate them which becomes an extra burden for the principals”.

For principal B it seemed like he was not pleased with the extra responsibility of assisting in the training of SGBs as he felt that it was an added task for the principals. According to SASA (1996), principals are expected to assist the SGBs as far as possible to ensure that they

understand their role and that they perform their task optimally for the success of the school. In essence, this principal is not against supporting the SGB but his concern is that time constraints are an issue in this regard given the fact that assisting the SGB is not a ‘once-off’ activity.

In contrast to the views of the two principals above, Principal C commented that:

“SGBs brought the element we’ve long been concerned about-the parental involvement...I strongly feel that SGBs brought some relief on our part as principals...though some are illiterate and have very little knowledge of the education policies-they are willing to learn...”.

He suggested that the SGB in his school has helped to deal with the issues of discipline and delinquent learners in an effective manner and has encouraged parents to attend school meetings where matters of concern are discussed and addressed. It seemed that the working relationship between this principal and the SGB was conducive and healthy given the manner he commended the involvement of the SGB.

In concurrence with the above viewpoint, Principal D also expressed that:

“SGBs are part of the tripartite alliance (learners, teachers and parents) and there is no way that a school can operate optimally without their involvement...we need not to resist them but instead as principals we need to mentor them since we are more clued up about the education policies and procedures and familiar with the way the Department of education operates”.

This principal seemed content with the way things were between him and the SGB. Essentially, he viewed the involvement of the SGB as bringing the element all stakeholder involvement which was ignored in the previous system of education, on board.

From the responses above, it seemed as if in essence all the principals had no problem with sharing leading powers with the SGBs except that some were concerned with the time constraints with regards to assisting them with mentoring and familiarising them with departmental policies and procedures as stated in the SASA (Mokoena, 2011). Otherwise, the working relationship between them seemed tolerant in the sense that although SASA assigns the SGBs with the responsibility to “formulate and adopt school policies including the:

mission and ethos of the school; code of conduct for the learners; curriculum programme development etc,” (Mokoena, 2011, p. 158), in practice, the principals play those roles and the SGBs, in most instances, are not familiar with the education system. Principals expressed unanimously that their participation in this regard was minimal owing to the fact that most of the members of the SGB are unfamiliar with education procedures. As a result they prefer to give this task to the principals. The findings presented here showed some transformational leadership on the part of the principals in that they seemed willing to accept the shift from autocracy to democracy which was evident in the attitude they had towards the establishment, involvement and some level of tolerance they revealed to the SGBs. I also argue that given the academic status of these principals, as mentioned earlier in this chapter, it seems likely that during the time of this study they were in good position to acknowledge the significance and necessity of the shift to a more inclusive kind of leadership where power is shared amongst the role-players through the structures like SGBs. I am not ignoring the fact that some principals viewed the involvement of SGBs as ‘problematic’ but I regard that as a need for, or more room required for improvement in this regard.

4.5.2.3 Professional Development

I indicated earlier in chapter two that professional development has become integral to the better functioning of the schools (Steyn, 2011; Msila & Mtshali, 2011; DoE, 2007; Darling-Hammond & Richardson, 2009). In the findings of this study professional development emerged as a sub-theme of the leadership post 1994. As literature confirms that professional development has become a necessity both internationally and locally as a means to enhance school functionality for both principal and the rest of the teaching staff (Cardno, 2005; Donaldson, 2009 and Dymoke & Harrison, 2006). I wanted to find out from the participants what their understanding of professional development was and whether there were programmes at their disposal that engage them in professional development. Regarding their understanding of professional development, all principals had common views, expressed differently and this is what they had to say: Principal A defined professional development as the

“...teacher development driven by the principals at schools to ensure that teachers comply with what the department of education expect from them in order to improve teaching and learning”.

Principal B believed that professional development

“...is an assistance given to the professional practitioners to enable them to cope with their work, discharge their responsibilities efficiently and it is a capacity building enabling practitioners to produce quality work in order to achieve the organisational goals”.

In his words principal C understood professional development as

“...any means that can assist professionals like teachers in their respective levels to grow professionally through academic advancement or any other way in order to meet the required standard of performance expected from them”.

Principal D suggested several versions of his understanding of professional development. Firstly, he suggested that professional development refers to the:

“efforts or attempts directed at equipping teaching personnel with latest and up to date skills so that performance can improve and better results be obtained”.

Secondly, he viewed professional development as:

“engaging educators in well-structured programmes so that they perform their duties skilfully, effectively, efficiently and confidently”.

Thirdly, he further viewed professional development as:

“a life-long engagement to enable teachers to grow their knowledge and skills so that they continually adapt to the new circumstances in the profession”.

Finally, he perceived professional development as:

“the means to strengthen teachers’ capacity and renew their commitment to their profession”.

In all his suggested definitions of professional development, principal D seemed to support the literature that suggests that professional development refers to all activities aiming at enhancing development and empowerment of knowledge and skills as bases for teachers to foster classroom practice and learner achievement (Sayed, 2001). All principals who viewed professional development in this study as a life-long learning means to empower principals, concur with Msila & Mtshali (2011, p. 1) who contend that ‘introducing programmes that would better the position of the school leaders and harnessing them with skills that would

filter to the entire organisation, is the best empowerment required in schools'. Principal A viewed professional development as an activity that should be driven by the principal in a school and his suggestion supports Steyn (2011) who contends that principals need to play a prominent role in professional development by being proactive and take charge in ensuring that development needs of the teachers and the whole school are identified and met accordingly.

On specific programmes designed to promote and enhance professional development for principals, literature confirms that in South Africa there is such a programme (Advanced Certificate in Education School Management and Leadership-ACE-SML) specifically designed to assist principals to understand their roles and responsibilities as leaders and managers in schools (Msila & Mtshali, 2011). The DoE (2007) strongly feels that if school leaders are adequately prepared to cope with change and to understand their roles better through programmes such as ACE-SML, they will never be intimidated by change and they will not resist change but instead they will embrace it and move with the times (Msila & Mtshali, 2011). Adding to this Fink (2010) argues that since principals are the drivers of professional development in their respective schools, they need to engage in activities that will sharpen their critical thinking abilities and learn as much as they can about their context and further develop their emotional intelligence in order to cope with their circumstances (Tucker & Coddling, 2002).

When asked about specific professional development programmes this is what the principals had to say: Principal A believed that academic advancement offered in universities and other training institutions was the most valuable tool that could empower principals to excel in their work. He also pointed out that clusters of principal could assist them to discuss their challenges and concerns. He even pointed out that in their ward there is:

“a principals’ association which is a platform we use to discuss our concerns, challenges...but unfortunately we do not receive support from the department of education in the form of at least recognition...unions are not our employer nor our support they cannot provide any sound development...union are aligned to politics and they must remain as such and not interfere with us...they are a chaos in our schools”.

Principal B on the other hand felt that professional development programmes for principals should:

“...mainly include labour issues since principals are managers and should manage in accordance with labour requirements...the principal should be mindful of Educators Employment Act, School Governance and financial management...these should be the priorities and other programme can follow e.g. safety and security, dealing with parents and community as our clients”

Principal C stated that

“programme of professional development should be both formal and informal in that as principals we need to attend workshops, seminars and other capacity building activities which will empower us, the principals so that we are able to lead teachers some of which are more knowledgeable than us...above all we need to upgrade our academic capabilities by enrolling for either short courses, certificates or any other formal qualification”.

The principals further expressed a view that development programmes they receive from the Department of education and those that they initiate by themselves should never end. They suggested that more programmes still need to be established on continuous basis so that principals are enabled to deal with the complex context they work in. One principal also highlighted the importance of interactions amongst colleagues as another crucial activity for development. He suggested that such interactions could be in a form of regular grade and phase meetings where teachers engage in matters and issues that empower them to become better teachers.

I believe that the argument made by principals here is supported by Steyn (2011) and the South African Council for Educators (SACE) of 2007. Steyn suggests that teachers at all their levels need on-going development throughout their practice so that they stay informed about everything that happens in the profession. SACE concurs with the notion by arguing that each professional development is for all teachers irrespective of their positions in schools. The Council further argues that professional development is not an option but is compulsory for all the teaching personnel, as advocated in SACE (2007). According to this document “professional development is part of the SACE’s Code of Professional Ethics for educators...that all educators must keep abreast with educational trends and developments

and promote the on-going development of teachers as a profession” (SACE: The CPTD management system handbook , p. 7). The document further states that professional development of teachers in each school will be monitored by the principal and the SMT who will see to it that teachers participate accordingly and “discuss the progress in the departmental meetings and staff meetings or with individual teachers” (The CPTD management systems handbook, p. 15). The findings presented and discussed in this section in the light for the literature mentioned, suggest that professional development is a primary necessity for the proper functioning of the school since it keeps teachers and school managers well aware and up-to date with the innovations of the Department of education including: policies, regulations, trends and any other innovations in the education system meant to improve the quality of teaching and learning.

4.5.2.4 Advanced Certificate in Education School Management and Leadership

As indicated earlier in chapter two of this dissertation, prior to 1994 in South Africa there was no specific compulsory training for people intending to become principals and for empowering those who were already principals to improve their skills and knowledge so that they became better leaders and managers (De Villiers & Pretorius, 2011). It was not until 2007 that the Advanced Certificate in Education School Management and Leadership (ACE-SML) was introduced. I believe it is necessary to give a brief explanation regarding this programme (ACE-SML) so that the reader of this dissertation understands what it entails. This in turn will make it possible to understand the responses of the participants.

It was mentioned earlier in this chapter that all principals who participated in this research attended the ACE-SML programme and this is what they said about it:

Principal A expressed that:

“throughout the years of my teaching and of being a school leader, I never attended such a relevant empowering programme...I felt energetic and enthusiastic about my position as a principal during and after attending this programme”.

Principal B argued that:

“before I was exposed to this programme I somehow felt hopeless because there was too much to deal with at the school...sometimes I felt like resigning because I was not really coping with the complexity of the setting in my school”

Principal C expressed similar sentiments that:

“there was a decline in learner performance in my school before I attended the programme and teachers showed lack of motivation and passion about their work...when I engaged them in activities after coming back from the programme, their attitude changed and their passion improved and consequently learner performance improved as well.

Principal D shared similar views with other participants when he argued that:

“I had tried so many means to remedy the situation of commitment from my teachers which had spread to the learners...I have reported the matter to the principals’ association who gave me advices which were in vain. I actually thought that the Department of education was going to demote me since the school was gradually losing its focus....but after completing the course and even during the course of it, I regained my courage to carry on and my confidence to turn things around using the skills I learnt through the course”.

All principals further argued that the ACE-SML programme came at the right time when they were all overwhelmed with numerous changes that took place in the education fraternity. One of them echoed this by saying:

“we have to deal with curriculum restructuring and transformation, diverse expertise of the teachers, pressures from the Department of Education, diverse learners and other challenges that interfere with our day-to-day running of the school...now I am the changed leader and credit to the ACE-SML programme which brought back my old self”.

I indicated earlier that all principals involved in this study had an opportunity to attend the ACE-SML programme which was an initiative by the National Department of Education in 2007. From the findings I obtained from all the participants, it seemed as though the ACE-SML programme was useful since the findings support some of the literature which suggest that the programme is meant to provide support and to empower principals with knowledge and skills that will enable them to cope with the changes they are facing and to help them never to resist change but rather to embrace it and deal with it as it comes (Msila & Mtshali, 2011; DoE, 2007 & Crowther et al., 2002).

It was interesting to note that all participants shared similar views regarding the ACE-SML programme because it suggested that they all viewed the programme as the one that brought hope to them as school leaders. The findings also indicated that the programme consists of relevant skills and knowledge that is useful to their day-to-day practice and in coping with many challenges they encounter in this ever changing education system (DoE, 2007 & Craig et al., 1998). I therefore argue that based on these findings the programme is essential for the development of skills and knowledge of the principals so that they are able to understand their roles and responsibilities that come with their position. Given the findings, I also argue that the ACE-SML programme is crucial for the principals. The literature suggests that it prepares beginner principals and empower already practicing principals to assume their roles and responsibilities with an informed mind-set (Msila & Mtshali, 2011; Department of Education, 2007). This is due to the fact that the programme addresses the issues of concern for the principals. In closing this section, I also argue that ACE-SML sharpens the minds of the principals irrespective of their experiences to stand out from the crowd and become visionary and allow teachers to become critical thinkers who are able to take action in ensuring that the collective vision is made a reality (Crowther et al., 2002).

Given the discussions made in this section, it seems evident that professional development of principals is significant because it empowers them to cope with the demands of the democratic nature of the system of education and the challenges accompanying the complex nature of the system of education. The discussion also supports my study in that it shed some light and broadens my insight regarding the significance of professional development.

4.5.2.5 Teacher Leadership

In this section I closely looked at the views of principals about what teacher leadership meant for them. Furthermore, I explored the arguments expressed by the participants regarding the necessity for promoting teacher leadership in schools.

Regarding the understanding of teacher leadership principal A expressed that:

“teacher leadership is a mutual interaction between teachers across their ranks where they share their expertise with a primary goal of improving their teaching in order to make learners benefit and improve their performance...through collegiality and collaboration amongst them”.

When defining teacher leadership Principal B stated that:

“teachers are leaders as well as managers irrespective of the positions they hold in schools...learners look up to them as their role models...they are part of the school organisation who share their knowledge with others for the benefit of the child”.

Principal C was of the opinion that:

“teacher leadership is a practice that allows all teachers across their positions to share their knowledge and not feel inferior and intimidated by one another’s level of knowledge...it allows them to work as a team and plan together in all the activities they are involved in”.

Principal D contended that teacher leadership:

“is a task of principal to equip educators with skills so that they can be able to effectively initiate, facilitate and take charge of teaching and learning...and support learners to make informed decisions”.

When expressing their understanding of teacher leadership, all principals seemed to share common understanding of the concept in that they all expressed that it was about working together and sharing skills and knowledge in order to improve their primary objective of schooling which is teaching and learning. They also seemed to acknowledge that for teacher leadership to be a reality in their schools, principals need to take a leading role in ensuring that they allow such to happen (Steyn, 2011 & Little, 2000). This is so because when asked about the role of principals in promoting teacher leadership they expressed the following:

“the principal is the key figure in the school...he must establish the platform that allows teachers to lead and monitors that teachers are taking their leading roles” (principal D).
“principal must ensure that teachers get first-hand information from the department and allow them to contextualise before they implement policies” (principal B).

Principal A told me that in his school there is a male teacher who is well versed in computers and he said:

“the teacher is an asset in our school...the school clerk is assisted by him to prepare reports to the department and I’m proud that each time the department requests any report or information from the school we submit a disc not a hard copy because teacher X has taught us so much. I organised a development workshop within the school to alleviate computer illiteracy and teacher X did wonders to my staff...”.

The understanding of teacher leadership expressed by the principals in this section supports writers who advocate for teacher leadership when they argue that teacher leadership is an essential form of professional development that principals need to establish, facilitate and monitor so that schools become better places for quality teaching and learning that prepares learners adequately for meaningful life (Barth, 2007; Crowther et al., 2007; Msila & Mtshali, 2011).

As stated at the beginning of this section that I will also explore the views of principals regarding the necessity for the promotion of teacher leadership. All principals unanimously expressed that owing to the complexity of the circumstances they face in their schools, teacher leadership is increasingly becoming a necessity. They argued that their work is

becoming more demanding and complex due to the changes in the school curriculum, teaching and learning methods, administration and other contextual factors. One of the principals acknowledged that:

“being a principal does not necessarily mean that you are more knowledgeable than other teachers in the school, there are teachers who have more knowledge and skills that can improve the quality of teaching and learning provided they are given a chance to reveal their expertise...some teachers even have better academic qualifications than us principals, for example, in my school I have four teachers who hold Master Degrees in various areas yet I don't have such a qualification...I try to work closely with them and even ask for their input in some matters because I recognise that they are the asset in the school” (principal C).

Such comment by this principal seemed convincing that he recognised the significance of teacher leadership by recognising the expertise of other teachers, irrespective of their rank and further invited their input for the betterment of the school.

In concurrence, similar view was shared by principal D who argued that:

“in my school there are teachers who are actively involved in the union and are well versed in labour matters and laws so in instances where I find myself stuck on matters relating to labour issues, I ask for their opinions and inputs based on the knowledge they have and they are free to work with me...what is interesting is that these teachers encourage other teachers to attend capacity building workshops organised by the union and they come back and report to the rest of the union members, this becomes useful because it supplements the information they get from the department and boost their confidence in their teaching and other matters beyond teaching”.

He further expressed that:

“when there is a dispute, grievance or any disciplinary issue at school, teachers who are union leaders become so helpful in the sense that when I report the matter to them they jointly work with me to ensure that the matter is resolved, in a manner that leaves both parties satisfied...which proves that they bring their knowledge and insight to the matter at hand”.

It was interesting to note that principal D complimented the works of the unions in supporting teachers who in turn become better role-players in the school. I perceived his attitude as transformational and distributive in a sense that he invited the expertise of others and also gave them access to reveal their insights. He further operated in a manner that revealed a democratic element of leadership. I then argue that the qualities he showed in that regard were in line with transformational and distributed leadership which correspond with the theoretical framework that underpin this study as stated in chapter three.

Principal A on the other hand had a contrasting view about the involvement of the unions. He strongly believed that:

“unions are interfering with matters they are not supposed to because they invite teachers to so called capacity building workshops and when they come back they behave as if they know everything,... unions must focus on labour issues and leave professional issues out because they don't know a thing about being professional...they invite teachers during school hours and when you look at the agenda of the matters they discuss you see that those matters are not significant...unions are misleading teachers and making them rude towards their principals because they know their union will defend them”.

Given this comment, I am not disputing the contents of the comment as such but I more concerned about the attitude of this principal to the involvement of the unions. As I listened to him throughout the interview, I noticed that he was not as pleased by the involvement of the unions. So even if what he was saying about the unions was true for his school, the manner he expressed it was more informative than the contents of his comment. His attitude suggested to me that his leadership style was ‘selective’ and not inclusive and that ignoring the element of unions in his school, was not a going to create a healthy working relationship between him and other teachers, particularly those who belong to the unions.

Apart from union involvement, some principals gave examples of activities and positions that were created for teachers to assume leadership roles. Such positions and activities included but were not limited to assigning and exposing teachers to positions such as: being a grade head, subject head, curriculum committees, examination committees, time-table committees, representing teaching component in the SGB, being a teacher liaison officer, cluster co-ordinator, etc., depending on the school. The mention of involvement of the staff in such

activities served as sound evidence that was convincing that teacher leadership was in action in the schools. Nevertheless, the extent of the functionality of such structures left some concern for me since at that stage of the study I was unable to verify if those structures were functional or not and also the extent of their functionality.

All principals unanimously expressed similar notion that as far as promoting teacher leadership was concerned. They believed that it was necessary and that it was their responsibility as senior leaders in schools to utilize any means possible to ensure that teacher leadership is promoted and that teachers are empowered to lead beyond the confines of the classroom. They also recognised any help from different structures that could help them achieve this latter goal, except for principal A, who seemed reluctant to recognise unions as structures which could provide relevant professional development including promoting teacher leadership. Principals expressed that they are doing their best in trying to ensure that they create fair opportunities for teachers to become leaders however, they also acknowledged that there is still more to be done in the area of empowering teachers with leadership skills and knowledge. They also acknowledged that they are responsible for taking a proactive role in ensuring that teacher leadership becomes a reality by putting it into action rather than keeping it as a theory.

4.5.2.6 Challenges facing principals regarding professional development and teacher leadership

Principals expressed various views regarding the challenges they faced in relation to professional development and teacher leadership. Some of the challenges were related to the support they receive from the Department of Education.

As far as the support that principals receive from the Department of Education, principals reported that:

“the support is not enough in the sense that more courses are organised for teachers but for principals it is very rare that they are invited to attend courses (particularly those that relate to curriculum), we are expected to guide teachers to implement whatever policies or

directives from the Department regarding curriculum restructuring yet we are receive very little training ourselves” (principals A).

One principal even said that:

“the Department send teachers to attend courses and they come back with the information we know very little about and that is an embarrassment to us in a sense that teachers know more than we do yet we are supposed to be the ones knowing more because we are leaders...it is kind of embarrassing when a teacher does what is supposed to be done by the principal” (principal C).

Another principal also expressed that:

“the Department of Education is betraying us, the principals, because it expects us to be competent yet the training and support it gives us does not match the expectations” (principal B).

Principal D felt that the expectations of the Department of education are unrealistic in that:

“the department expects us to develop teachers however, there are very limited resources to facilitate such development...also the time allocated for such development is not available because during the contact time teachers are supposed to be in classes teaching and after school hours teachers have other family and personal responsibilities that they need to attend to, therefore, there is no time to attend to development matters”.

Another challenge the principals seemed to be facing at the time of the study was that of the lack of adequate mentoring from the department of education particularly for principals who are new in their positions as principals and for those who are already in positions. They argued that:

“we are just orientated to the position but continuous mentoring is not sufficient in that for beginner principals there should be someone assigned to provide mentoring over and above the circuit manager because the circuit manager is deployed to many schools yet beginner principals need someone who will guide them on regular basis” (principal D).

Principal C had this to add regarding mentoring

“in many instances beginner principals receive induction from the departmental officials which does not last that long and which is mainly general and does not cater for specific and unique needs of individual principal but which is based on assumptions of what might be the needs of the principals”.

For Guskey (2000) mentoring means experienced principal should be paired with a newly appointed principal so that the less experienced could learn from the experienced through “discussions, sharing of ideas and strategies on effective leadership and management practice, reflection on current practice and procedures. These scholars believe that mentoring is significant in that it responds to the individual needs of principals and that it is mutual in a sense that both the mentor and the mentored benefit from the process. From a critical point of view, Guskey (2000) argues that one-on-one mentoring deprives principals access to opportunities of collaboration with many colleagues thereby limiting their chances of sharing ideas collaboratively in a collegial atmosphere. This discussion regarding mentoring suggests that induction and mentoring should be made priorities for beginner principals and continuous mentoring should be put in place so that principals are given a platform to discuss their concerns, fears and receive sustainable coaching so that they become the best that they can be at any given context of their practice.

Another challenge that principals revealed was related to the individual personalities of the principals in that one principal suggested that:

“some of us have personality traits that are sceptical to things they are not familiar with, for example, other principals are not open to criticism and yet when you are learning there will always be critics of your practice...one thing we need to be aware of is that critics are not always destructive, some are there to awaken you” (principal C).

Principal B shared similar notion by pointing out that:

“some of us have attitudes that are judgemental of everything so every innovation that is brought to their attention is analysed and criticised”.

Principal A had a different story to tell regarding professional development in his school. I mentioned earlier that principal A had more teachers who were older and soon to retire so for them being developed was no longer a priority. During the interview he expressed that:

“I can’t wait for their time to retire to come because they no longer have interest whatsoever in everything that happens in the school, they just want to be out of the system...and I have tried to make their final days at school more fruitful and meaningful but they are just demotivated...sometimes when I ask them about it they tell me that they are fed up with the non-ending innovations which bring them more confusion...I end up working with those who are willing to get involved in programmes of development, sometimes I instruct them to be part of the programmes against their will and they participate reluctantly and it does not yield good results because motivation from within is lacking”.

From these findings one can argue that this is a challenge for the principals in that it becomes difficult for them to work with teachers who lack interest for involving themselves in matters relating to their own development. One can also argue that if these teachers lack the will to participate in their own development it means that taking part in teacher leadership roles is even more difficult for them.

4.5.2.7 Shared-decision making

Regarding shared-decision making, principals involved in the study viewed it as significant in the sense that ‘it marks the shift from central decision-making to decision-making that engage all teachers’ (Mokoena, 2011, p. 121). In support of this claim, principal D expressed that shared-decision making:

“...is significant in that it leads to joint ownership promote positive sense of belonging of members of the institution (the school), sense of responsibility, high level of commitment and leads towards united effort in terms of attainment of objectives...decisions made jointly and implementation thereof happens without problems”.

Similar view was held by principal B who had this to say about shared-decision making:

“decisions that are taken jointly with a shared vision as driving factor are more effective and long lasting than one-man top-down decisions...principals should involve stakeholders in the planning of school activities and in making collective decisions”.

Principal A also shared similar views about shared decision making and he added an example that supported his claim:

“in my school decisions are taken jointly by all stakeholders who are affected by that decision for example, for books to be ordered, all teachers who teach that particular subject are involved in choosing the books they prefer to use...when a particular policy is amended all those who are affected by it are involved in a form of representatives or the whole of them depending on their number”.

Principal C also echoed the notion of shared-decision making by giving an example of the way things are done in his school in support of this practice.

“In my school we (me as principal, the SMT and the teachers) discuss about most of the things which require our input particularly when major decisions have to be taken such as budgeting for the following year...I believe in proper consultation so that an informed and collective decision is taken with no one feeling left out...”.

All principals seemed to share the same view regarding shared-decision making in that they believed that in this time and age where democracy is the order of the day, decisions which are binding are to be taken collectively by all stakeholders or their representatives so that everyone feels as a valuable member of the organisation (Mokoena, 2011 & Mncube, 2008). The notion of shared-decision making is perceived as participative (Mncube, 2007 & SASA, 1996). The principals expressed convincingly that leading schools ‘is no longer simple as it was as it was when it was led the old way with the principal as the only individual decision maker’. They all argued that schools have become complex and the decisions to be taken are also not simple, so it has become necessary to take decisions as a collective (Leithwood & Mascal, 2008). They also agreed that their roles and responsibilities as school principals have changed tremendously in that they have they have to involve structures (such as

governing bodies, Representative Council for Learners (RCL), unions and other community structures) in decision-making, teamwork and collaboration (Craston, 2001).

Principals also seemed aware that as principals they are responsible for promoting this emerging culture of shared-decision making. This presupposes that principals are responsible to ensure that for every decision they take they apply the principle of inclusivity in that a consensus should be reached by those involved in that particular decision. The principals also expressed that they recognise that need to stay informed about everything that takes place in the education system because as the key figures in the school, they need to take a lead in ensuring that before a decision is taken stakeholders are adequately informed. Regarding this latter statement, one of the principals argued that allowing shared-decision making to prevail in a school require a specialised kind of leadership that is characterised by being transformational and distributed so that it allow decentralisation (Cranston, 2001; Jackson, 2000 & Williams and Portin, 1997).

Adding to this, principals also recognised the significance of holding sound interpersonal skills which would allow them to communicate effectively with all the stakeholders at different levels to ensure that they reach the same level of understanding before the decision is made. Day et al. (2001) emphasise that principals are responsible for developing sound interpersonal skills which will allow them to involve stakeholders in collaborative negotiations, conflict resolutions and persuasions (Mokoena, 2011). Principals also realised that facilitating shared-decision making is a crucial responsibility they need to undertake. This is echoed by Blasé and Blasé (2000) who contend that principals should initiate, implement and sustain teacher empowerment and shared-decision making at school level. The writers also emphasise that principals need to be ready for this task of facilitating shared-decision making and promoting the notion of leading in terms of ‘power with’ or ‘power through’ instead of ‘power over’ (De Villiers & Pretorius, 2011 & Mokoena, 2011. p. 121). Principals also recognised that the success of their leadership regarding shared-decision making lies largely on their ability to change their mind-set and attitude from the old system of hierarchies and autocracy to a new system of ‘allowing teachers to have a greater voice’ (Somech, 2002. P. 343). They further expressed that ‘leading a complex organisation like a school with its diverse stakeholders and managing all the material and human resources, is not an easy task and need more than one leader to ensure that it is managed and led appropriately’ (Principals: A, B, C and D).

One principal also argued that *“as principals we need to be mindful of the fact that teachers are experts in different areas and it is the responsibility of us as principals to expose them to roles that will activate their expertise beyond the confines of the classroom to that of school level in order to promote whole school development”*.

They also seemed to realise that it is their responsibility, as principals, to ensure that opportunities are created to foster sharing of power and sharing of collective decision-making. In essence, this notion suggests that principals are realising that they cannot lead school as individuals but that they can successfully lead schools if they collaborate with their colleagues irrespective of whether their post level so that they could identify their strength and use those strengths to the benefit of the whole school and not just their own individual interests. The notion they seem to be promoting here is that of ‘collective wisdom’ (Briskin, Erickson & Callanan, 2009). The essence of collective wisdom lies in the premise that people who are experts collaborate and share their ideas and expertise and also set a common goal and work together to attain such a goal. The notion of promoting collective wisdom is aligned with teacher leadership in that teacher leadership becomes evident when leadership is distributed amongst all role-players and they are allowed to share their expertise (which is regarded as their wisdom).

Coupled with shared-decision making was teamwork and collaboration. These are crucial elements of distributed leadership which promoted shared-vision owned by majority of the role-players (Muijs & Harris, 2007). The idea of distributed leadership is what this study is advocating using shared-decision making as an element of teacher leadership to promote professional development.

4.6 Analysis of Findings from Relevant Documents

I mentioned in chapter three that document analysis was going to be used in the study as a secondary method of data collection. I used document analysis in order to support and confirm the findings I obtained through the interviews. Some of the documents I analysed confirmed the findings from the interviews while others contradicted the findings. Several documents were analysed and they were: staff development policy (which served as a document that showed whether professional development took place or not), Integrated

Quality Management Systems (IQMS) records and reports dealing with the identification of development areas and feedback on any form of development done, school departmental (for example, Department of Commerce, Department of Social Sciences, Department of Languages, etc) policies. This applied only to high schools (in primary schools there were documents relating to phase policies), records of delegation (distribution of leadership roles among teachers irrespective of their post level [rank] and staff minutes relating to shared-decision making). Principals involved in the study gave me access to the documents available. However, I must mention that the principals warned me not to reveal the documents they have shown me to the public. They told me that such documents were school properties and were not available for public viewing. Consequently, and given the ethical considerations of the study and for confidentiality purposes, I did not include such documents as annexures in this study. I only used them for analysis and gave them back to the principals, as per their request, because I wanted to ensure that I kept ethical standards.

4.6.1 Availability and accessibility of documents for analysis

It was disturbing but interesting in this study to note that some schools did not have some of the documents mentioned above while others have all of them. Principal A had all documents except for the policy on the distribution of management roles. Principal B showed me some of the policies mentioned above and IQMS records except for the records on the feedback of the development done. As far as principal C was concerned, the only documents he managed to give me access to were the staff development policy and the summative evaluation records of the IQMS, all the other documents were not available according to him however, he insisted that although those documents were not available, his school was doing its best to develop teachers even if it was not documented. For principal D all documents were available but staff minutes dating as far back as mid 2012 showed that most of the decisions taken at school were not taken collectively by all the staff members, but were mostly the directives from the principal.

4.6.2 Collective-Decision Making

For School C (principal C from a high school) there was evidence from the minutes of staff meetings which showed that more critical decisions which impact on leadership and

management of the school were arrived at collectively during the staff meeting. In such meeting most of the members of the school were present and most of them were arrived at through a democratic procedure of voting and deliberations prior to making such decision. In school B (primary school for principal B) regarding shared-decision making, it transpired that those decisions relating to sport and other extramural activities were taken collectively to a larger extent compared to those that relate to the management of the school which seemed to belong mostly to the principal who gave orders on matters relating to how the school should operate. As indicated above, in school D there was evidence from the minutes of the meetings that teachers and even members of the School Management Team (SMT) were not involved as major decision makers alongside the principal but instead it transpired that the principal chaired the meetings alone every time there was a staff meeting, without delegating such responsibility to other members of the SMT. It was also evident from the minutes that during the meetings, the staff members were passive and that he did not make any endeavour to make them active participants, it was like he was imposing on them whatever he wanted to be done. He would put the idea on the table and then make a convincing suggestion of whatever he had decided would be an option without inviting other members to deliberate the issue at hand until a consensus was arrived at.

All principals unanimously agreed during interviews that after teachers had attended workshop they were given an opportunity to report back to the staff about whatever transpired from the workshops, yet when I looked at the documents they gave me, there was no evidence to confirm that claim. I am not arguing that the claim they made in this regard was not true but all I am saying is that there was no documented evidence to support the claim. So, it might happen that their claim regarding giving feedback after workshop was true or else it might also happen that they told me what they thought I wanted to hear. In essence, what I gathered regarding shared-decision making from the documents I reviewed was that, principals were aware that shared-decision making was necessary as they claimed during the interviews, however, documents reviewed showed that there was still room for improvement in taking action to ensure that they involve other role-players in such activity. I am not ignoring the fact that in some of the documents there was some evidence that there was collective-decision making in practice, but I advocate that I was to a limited extent.

4.6.3 Diagnosis and Feedback of identified areas of development from IQMS documents

IQMS documents were available for all schools but what was disturbing was that documents only showed that identified areas of development were not adequately attended to. In some schools like in school A, documents showed only summative evaluation where there were scores submitted to the department but the development records were not available in the documents. A similar situation was true for school C where records showed that scores were available but there was no documented evidence on how teachers were developed according to the areas of development they identified. Nevertheless, the principal of school C insisted that development was taking place and that teachers benefited from such development. I am not disputing the claim made by principal C (that developmental needs of the teachers are attended to) all I am arguing is that from school A and C documents did not show any evidence that such development was done. Given the situation in those schools, I arrived at the conclusion that the unavailability of those documents was an indication either that there was no development done or perhaps that issues of development were not given priority or attention. This becomes an indication that principals still need development in order to ensure that they do not ignore such activities. Principals are expected to be proactive in areas of development of their staff by diagnosing the areas of development or allow the staff to indicate those areas and ensure that they attend to such needs and also provide teachers with the feedback on their progress during the development (Birman, Desimore, Porter, Garet, 2000).

For school B and D there were records which showed that teachers' development needs were attended to but that development seemed to be limited in the sense that some teachers identified areas they needed to be developed in but part of the development was done while other parts seemed to be ignored or not adequately attended to. For example, in school D some teachers identified computer illiteracy as their area of development and the manner in which this was attended to was a once-off training which they attended and there were no follow-up workshops or other regular training to help those teachers to acquire such skill adequately. In school B teachers asked for the access to internet for the purpose of searching information to support themselves and learners and nothing was done to assist them in that regard. The only person with an internet access in that school was the school clerk since her computer had internet installed on it but as for the rest of the staff, there was nothing relating to the internet access yet they indicated that they needed it for the purpose of improving their work.

Given the examples above, it shows that the area of development in schools that were involved in the study was not adequately attended to yet principals claimed that development was taking place in their schools. I am not arguing that there was no development in the schools in question but I am comparing what principals expressed during the interviews with what I obtained from the documents and I conclude that the development was there but it was not adequate, there is still room for more development to be done so that personal development needs of all staff members are addressed for the benefit of the school (Steyn, 2011). I also argue that from the findings I deduced that in schools that were involved in the study professional development still needs more attention. Hence a call for Continuing Professional Development (SACE, 2007) to be done on regular basis at schools in order to ensure that professional development needs are met, is made by SACE. The interesting thing about this CPTD programme is that it is compulsory for all teachers irrespective of their rank and it will address the concerns of concerned principals like principal A who expressed that his teachers seemed demotivated particularly those who were soon to leave the system because of retirement reasons. I argue that such programme will oblige all teachers to participate in professional development as advocated by SACE. I also argue that this CPTC programme is a good policy but there seem to be a gap between such policy and practice.

4.7 Limitations relating to the findings of the study

I indicated earlier in this dissertation that during the time of the study I was a post-level one teacher and that my participants in the study were all principals, and that one of them was a principal from a school where I was teaching. Given this information, it might happen that the principals at times during the interviews were not entirely honest in their responses. It might also happen that they told me what they thought I wanted to hear. I am saying this because when I compared the findings from the interviews with the supporting documents that I analysed, there was an indication of a contradiction which I have pointed out in the discussion above. The contrast that I discovered served as the basis from where I drew these assumptions. Another concern I have was that one of my participants was the principal from the school where I was teaching during the time of the study. I am not disputing the findings that I gathered through the interviews but I am suggesting the possibility based on what I obtained through the methods that I used.

In concluding this chapter, I would like to point out that the findings I gathered from the study brought some insight regarding the position of principals their professional development and the promotion of teacher leadership. The findings also attempted to answer the research questions of this study. The next chapter wraps up the main arguments and discussions made in this study by briefly looking at the mains themes that emerged in the study.

4.8 Conclusion

This chapter presented and discussed the findings from all four participants. It presented the themes that emerged from the findings that were obtained from the interviews, which included amongst others: school governance, teacher leadership, professional development, advanced certificate in education school management and leadership, challenges facing principals regarding professional development and teacher leadership and shared-decision making. The findings were also analysed on the basis of the data collected from the documents. This was done on the basis of the availability and accessibility of documents for analysis, collective decision making, diagnosis and feedback of identified areas of development from IQMS documents.

CHAPTER FIVE

CONCLUSION

5.1 Introduction

The purpose of the study was to try as far as possible to answer the main question which is: **What are principals' views regarding their own professional development needs and support in relation to teacher leadership?**

The study was located in the province of KwaZulu-Natal in Umgungundlovu district where four school principals were individually interviewed. There were three core research questions that the study intended to answer, and they read as follows:

- **What is the principals' understanding of teacher leadership?**
- **Do principals feel there is a need for promoting teacher leadership in schools? If so, what skills and knowledge do they perceive as crucial in promoting teacher leadership?**
- **What kind of professional developmental support do principals receive to make them better leaders?**

In order to achieve the purpose of my study, I embarked on a small scale qualitative study which was located in the interpretive research paradigm.

Having analysed the data from the interviews and relevant documents, in this chapter I intend to draw conclusions from the findings gathered. Firstly, I intend to provide a summary of the main findings of my study. Secondly, I also intend to suggest some recommendations for further study in this area as captured from the findings. Finally, I intend to sum-up the limitations of the entire study as indicated in the earlier chapters.

5.2 Summary of the main findings of the study

The findings of this study are summarised drawing from the findings that were gathered from the interviews and the documents that were analysed.

5.2.1 Summary of the main findings from the interviews

The responses from the interviews revealed that the system of education that prevailed prior to 1994 was characterised by autocracy and bureaucracy which were indications of the traditional style of leadership. Findings also revealed that there were hierarchies and authoritarian structures which promoted a top-down approach to education in which directives were given directly from the national department of education via the provincial department to the schools. In schools the same pattern was followed where principals took decisions alone and gave orders to the rest of the teachers. Central national policies were expected to be implemented as such by the schools without considerations of the contexts of such schools. Leading schools seemed fairly simple for principals during those times because they took directives from the department straight to the schools without having to discuss or consult with anyone in the school or with minimal consultation or inclusivity, if any. This was even supported by some of the findings gathered in the study. Another striking feature of the system of education prior to 1994 was the lack of flexibility owing to the structures that prevailed.

During the previous regime it was noticed that school principals were expected to be the only thinkers in schools while the rest of the teachers were supposed to be the implementers [doers] (McLagan & Nel, 1995). Teachers remained passive because they were never given opportunities to reveal their expertise. This resulted in schools being regarded as the principals' property and principals even referred to schools they led as "my school" instead of "our school". Another factor that aggravated the matter was that principals were made the only accountable officers in the school (Steyn, 2011). Consequently, teachers treated learners the same way they were treated by the principals and the entire department of education.

Given the above discussion, it is apparent that education prior to 1994 was conservative and not transformational. It is further apparent that distributed leadership was not a practice of the time. Therefore, a shift to a more transformational distributed leadership was necessary in order to address the practices of the apartheid regime.

Findings also revealed that a shift of management and leadership since 1994 (the year which marked the beginning of democracy in South Africa) was observed. Numerous changes were observed since the beginning of this era. The striking feature that became observable during this democratic era in the education arena was the dismantling of the bureaucratic structures and the establishment of democratic structures. Democratic structures supposed that

leadership and management in the schools was no longer in the hands of the principal alone but it involved other role-players such as SGBs, SMTs, Representative Council for Learners (RCL), to mention but a few. The establishment of such structures marked the shift from central decision making to a shared-decision making characterised by inclusivity where all role-players were expected to be part of the joint decision making in accordance with the regulations of SASA of 1996. The findings of this study expressed that in the current democratic era schools have become complex and principals have a lot of responsibilities compared to the situation that prevailed in the past. The establishment of flatter structures resulted in the call for principals to consult with the SMT and the rest of the teachers collaboratively and discuss matters together and agree to do something common as per the agreement they arrived at as a collective. They also agreed that the new system encouraged the principals to increase their level of delegation of tasks to other teachers so as to empower them. They also expressed that the changes that took place during this era were and still are overwhelming since there is a great demand for responsibility and accountability on their part. They also expressed that the current democratic system of school management and leadership demanded them to be proactive in ensuring that opportunities are created for teachers to become leaders beyond the classroom level. They all agreed that the new system requires them to change the way they think in terms of sharing their power with the rest of the teachers in an attempt to realise the school's common goal.

Apart from collective-decision making, the findings also revealed that professional development in South Africa became a necessity owing to the fast and ever-changing system. Principals expressed views that there was professional development taking place but it was not enough. Literature supports this notion because there is a document that SACE is currently rolling out that has to do with professional development. The document states that professional development should be continuous and as a result SACE is advocating for Continuing Professional Teacher Development (CPTD). Findings also revealed that academic advancement on the part of the principals was necessary and they gave evidence that being exposed to the ACE-SML programme proved to be beneficial for all of them. The ACE-SML programme was regarded by all principals as relevant and provided them with the skills and knowledge they needed to cope with the changes brought by the democratic regime. Nevertheless, they also pointed out that the programme requires regular review so that it caters for the contextual factors in which the principals work. The findings also suggested that over and above academic advancement, other forms of professional development

activities such as: networking, clustering, teamwork, workshops, seminars and other forms of collaboration are essential for sharpening leadership and management skills and knowledge.

Adding to the findings that were gathered during the study, it was apparent that all principals agreed that teacher leadership was a form of professional development that was practical and that there was practical evidence that showed professional development was taking place in schools. They outlined several reasons to support this notion as some of them expressed are as follows:

- That teacher leadership was practically observable in action though the availability of various democratic committees and involvement of teachers in such committees and activities. Such committees included examination committees, involvement of teachers as subject heads, grade heads, cluster convenors, organising committees, etc, as mentioned earlier in chapter four.
- That communication and interpersonal relations between teachers and between them and the SMT and principals have improved tremendously through teacher leadership activities.
- That newly appointed teachers and principals get mentorship through the activities of teacher leadership available in schools.
- That there are mutual relationships that existed in schools where teachers, irrespective of their rank, benefitted from the expertise of their fellow colleagues owing to the availability of teacher leadership activities that prevailed in schools.

It also appeared from the findings that though principals were getting used to the democratic system of education and its expectations, it was apparent that they experienced some challenges in relation to professional development and promotion of teacher leadership. Some of the challenges they expressed in the findings were as follows:

- Findings showed that principals viewed time constraints as a barrier in promoting teacher leadership and other forms of professional development since there were numerous responsibilities that they are expected to attend to yet time was not as available as it seemed.
- That some activities of professional development were not accommodated due to unavailability of enough time since during contact time teachers were supposed to be

in classes teaching and after school hours they had their personal responsibilities to attend to.

- That there were issues of personality traits that interfered with the promotion of teacher leadership in that some principals and teachers lack intrinsic motivation which is a drive that get things done. Some principals found it difficult to assign roles and responsibilities to other teachers because they do not show any sign of motivation and they are not accountable. Some principals even expressed that some teachers who do not hold leadership positions as HoDs or any members of the SMT do not want to get involved in roles of leadership. Some issues relating to this are issues of attitude on the part of the teachers which blocked the way for principals to assign duties to the teachers.
- Another issue that was captured from the findings which was a challenge for the principals, was the labour issue in which they had to work with the unions on certain instances and they found that it was challenging as members of the unions seemed to confront them and acted as threats to them.

5.2.2 Summary of main findings from analysed documents

I mentioned in chapter four that some schools had all the documents for analysis while others had some and not all of them. Some of the findings I gathered from the documents confirmed the findings I gathered from the interviews while others contradicted them. I also mentioned that it was disturbing but interesting for the study in that it created room for discussion.

- Some documents did not support the claims made by principals that there were teacher leadership activities taking place in schools. The principal would claim that there were committees that served as evidence that teacher leadership was in action yet when I analysed the documents, such claims were not supported.
- Interviews revealed that teachers identified their areas of development which were supposed to be attended to but when documents were analysed it appeared in some schools that there were no documents which served as evidence that such developments were done.
- In some documents there were no records which served as evidence that feedback relating to the progress of development was given to the teachers.

- Some documents only consisted of raw scores obtained through summative evaluation of the IQMS but the development part had no records.
- Some documents such as staff minutes showed very limited involvement of teachers in decision making yet the principals claimed that decisions in their schools were collective. Nevertheless, some school documents corresponded with what the principals expressed during the interviews in this regard.
- However, there were schools in which documents were available as support and confirmation that development was taking place, though the extent of development could not be established.

5.3 Recommendations

Given the data presented in chapter four and on the basis of the analysis of the data collected in this study as well as in light of the findings discussed and conclusions presented above, various suggestions are presented. Suggestions presented here are categorised as follows:

5.3.1 Recommendations relating to professional development of principals

In this category the following recommendations are suggested:

- That the principals do the best they can to learn more about their roles and responsibilities as stipulated in the SASA of 1996 and also take necessary actions to ensure that they play a proactive role in leading professional development for their own sake and for those they lead.
- That principals are encouraged to empower themselves by any means possible including academic advancement in the area of leadership and management in the form of programmes such as the ACE-SML which will help them assume their positions confidently and in an informed manner.
- That the content of the ACE-SML programme be reviewed and upgraded to consider the specific contextual factors in which the principals operate and address issues relating to the personality traits they possess so that they become better leaders in their given contexts and to change their personal attitudes to for the benefit of the schools, if necessary.

- That professional development be taken as priority and in accordance with what Steyn (2011) suggests-which is to allow principals and teachers to work together in identifying their professional development needs so that they work out which priorities are given urgent attention given the financial and time constraints they may contextually have.
- That the principals ensure that the compulsory Continuing Professional Teacher Development (CPTC) is implemented and monitored at school level so that all teachers, irrespective of their ranks, are professionally developed as advocated by SACE CPTD Management Systems Handbook (2013).
- That principals recognise role of the unions in the schools in the form of working with the school-based union structures in order to learn more about labour issues and to allow such union members to participate in matters that involve their input and to promote the professional working relationship between these structures for the benefit of the school.
- That the principals strengthen their networking with other principals so that they get a forum and platform to share their fears, challenges and their progress regarding the implementation of the policies and other directives from the department of education.
- That mentoring be made more effective by encouraging experienced principals to become mentors so that they can help the beginner principals to learn as far as they can from them and also to encourage principals to have a mutual responsibility where they work together as a team and improve their work.
- That the schools become centres of life-long learning where all role-players are exposed to any form of professional growth with the principals leading the activities as senior leaders.

5.3.2 Recommendations relating to teacher leadership and shared-decision making

Recommendations suggested in this regard are informed by the literature which advocates that ‘professional development would not be complete if it does not accommodate the creation of teacher leaders’ (Msila & Mtshali, 2011, p. 5). These recommendations are further informed by the findings gathered in this study and they are as follows:

- That the principals need to recognise the complexity of their roles and responsibilities and allow teachers to assist them by exposing them to leadership roles that would prepare them to assume leadership positions beyond the confines of the classroom.
- That sufficient support is given to the principals in terms of empowerment so that principals are empowered to take their responsibility of playing a proactive role in promoting teacher leadership.
- That the principals recognise their roles as fore-runners and nurturers of teacher leadership by creating opportunities for teachers to reveal their expertise.
- That the principals establish mutual working relationships that will enable teachers to share their expertise and learn from one another in order to improve their individual growth and enhance the growth of others.

In relation to shared-decision making and based on the findings gathered, I recommend the following:

- That the principals align their practice with what the SASA of 1996 advocates- which is to manage and govern schools in a democratic manner that allow other role-players to assume positions of making crucial decisions that influence the smooth running of the school and the success of the school characterised by quality teaching and learning.
- That teacher leadership be endorsed and stretched to roles beyond the confines of the classroom.

5.3.3 Recommendations for further study

Given the findings of this study and considering that the study only involved principals as participants, I recommend that:

- A similar study with the same research question should be conducted but that the participants should not be limited to principals but should also include SMT members and other post-level one teachers. My suggestion is based on the premise that the inclusion of participants other than principals will give a better picture of the extent to which teacher leadership is taking place.
- More time be given to the study so that enough time is spent in each school observing the practice and engaging with role-players so that conclusions will be drawn on

informed findings in which multi-methods of data collection will be employed to enrich the data.

I further recommend that as far as professional development is concerned, principals need to ensure that the SACE programme of Continuing Professional Teacher Development (CPTC) be engaged with. Moreover, principals need to monitor the progress and give feedback so that teachers are aware of their progress and that they make necessary improvements based on the needs that will arise. I also recommend that principals should seek any help possible to motivate teachers so that they increase their level of willingness in engaging in professional development programmes for their own personal growth and for the success of the school.

5.4 FINAL CONCLUSION

This study has revealed that schools are complex organisations comprising of diverse teachers with their diverse needs relating to their professional development. It has also revealed that a particular kind of leadership style is necessary in order to engage teachers in activities that will expose them to development that will shape them to become better role-players. It revealed that democratic styles of leadership characterised by transformation with collectivism in decision making need to be encouraged for the betterment of the schools.

Principals as major role players in schools are key in driving development programmes and in exposing teachers to leadership roles beyond the confines of the classroom. They are also key to ensuring that development needs are carefully diagnosed and prioritised according to the resources available to address the development needs. Principals are also expected to instil the culture of collaboration, teamwork, collegiality and mutual support between the members of the staff so as to encourage sound interpersonal relations.

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ANNEXURES

Annexure A: Ethical Clearance Letter



21 May 2013

Mrs Bonakele Victoria Zondo 204402224
School of Education
Pietermaritzburg Campus

Protocol reference number: HSS/0389/013M

Project title: Principals' views regarding their own professional development needs and support in promoting teacher leadership. What skills and knowledge are necessary to adequately empower and support school principals to promote teacher leadership in schools?

Dear Mrs Zondo

Provisional Approval - Expedited

This letter serves to notify you that your application in connection with the above has been approved, subject to necessary gatekeeper permissions being obtained.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. Please note: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor U Bob (Chair) and Dr S Singh (Deputy Chair)

/pk

cc Supervisor: Mr NE Avery
cc Academic Leader Research: Dr MN Davids
cc School Administrator: Ms B Bhengu

Humanities & Social Sciences Research Ethics Committee
Professor Urmilla Bob (Chair) and Dr Shenuka Singh (Deputy Chair)
Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 3587/8350/4557 Facsimile: +27 (0)31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS



Annexure B: Application for permission to conduct Research



kzn education
Department:
Education
KWAZULU-NATAL

Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

1. Applicants Details

Title: Prof / Dr / Rev / Mr / Mrs / Miss / Ms Surname: Zondo

Name(s) Of Applicant(s): Bonakele Victoria Email: bonaz@vodamail.co.za

Tel No: 033-321 1981 Fax: 033-321 1981 Cell: 082 752 7342

Postal Address: P.O.Box 326
Msunduzi, 3231

2. Proposed Research Title:

Principals' views regarding their own professional development needs and support in promoting teacher leadership. What skills and knowledge are necessary to adequately empower and support school principals to promote teacher leadership in schools?

3. Have you applied for permission to conduct this research or any other research within the KZNDoe institutions?

Yes	No
	X

If "yes", please state reference Number: N/A

4. Is the proposed research part of a tertiary qualification?

Yes	No
X	

If "yes"

Name of tertiary institution: UKZN –Pietermaritzburg Campus

Faculty and or School: Education

Qualification: MEd

Name of Supervisor: Mr Neil Avery Supervisors Signature _____

If “no”, state purpose of research: N/A

5. Briefly state the Research Background

The researcher’s motivation to undertake the study is threefold. In the first place, the issue of professional development for principals and that of promoting teacher leadership in schools seem to be pressing current issues in education which need immediate attention. The researcher thus wishes to find out which skills and knowledge can be useful to empower and support principals in promoting teacher leadership. In the second place, the researcher has also noted from literature that this area in which principals share their own views regarding their professional development to promote teacher leadership, has not yet been intensively researched, particularly in South Africa. Finally, the researcher’s experience as a post level one educator and novice researcher has observed the complex contexts in which principals operate particularly since the beginning of the new democratic regime. Since the beginning of this era, principals have been demanded to effect the democratisation of schools by ensuring that there is power decentralisation in schools by sharing decision-making with management teams, School Governing Bodies, and the rest of the teaching staff. Such initiative has required principals to become highly skilled, knowledgeable and strategic in their practice to ensure that this initiative becomes possible. These are the motivating factors for the researcher to pursue such research.

6. What is the main research question(s) :

- What are the challenges faced by school principals regarding their own professional development in relation to teacher leadership?
- How do school principals get empowered to promote teacher leadership?
- What kind of professional developmental support do principals receive to make them better leaders?

7. Methodology including sampling procedures and the people to be included in the sample:

This is a small scale qualitative study in which a qualitative research design is selected sought an in-depth understanding of the principals' views on their own professional development needs in order to promote teacher leadership in schools (Nieuwenhuis in Steyn, 2011 and Cohen et al, 2011). The study will employ the interpretivist approach (Cohen et al, 2011). The sample size will be four principals, two from high schools and other two from primary schools. These principals are from the province of KwaZulu-Natal in Umgungundlovu District, Imbali Ward. The method of sampling is purposive sampling since it seeks to make specific choices of participants. In this case the choice is made specifically to find the views of primary and secondary school principals. Another reason for using purposive sampling is that the principals chosen for the study represent the population of principals and it covers the aspect of representativeness (Teddie and Yu, 2007). This study also intends to access participants who are regarded as having in-depth knowledge of the particular issues of principals being researched in this study (Ball, 1990). This sample is regarded as information-rich participants for the study (Greeff, 2005) since they are principals themselves and are aware of the issues affecting principals. The source from where data will be obtained will be the principals and some school documents which will be analysed. Interview schedules will be used in this study as a research method as well as analysis in the case of document analysis. Interview schedules will be used as instruments in this study and analysis guidelines will also be used in the case of document analysis. Semi-structured face-to face interviews will be used as research techniques and in the case of document analysis thematic analysis will be used. Semi-structured interviews allow all participants to respond to the same set of questions in order to increase level of comparability of responses (Cohen et al, 2011). Semi-structured interviews will also allow the space for the researcher to clarify the participants' responses and probe into specific lines of enquiry (Niewenhuis, 2007). These type of interviews seem to fit with the purpose of the study and will give the best chance for the collection of strong and rich data for the study. During interviews a tape recorder and field notes will be used to collect raw data. Field notes will assist the researcher to record observations which cannot be recorded by the tape like facial expressions and gestures. The researcher will also record dates of the meetings attended, and some ideas and thoughts about the school which will be useful for the study (Betram, 2004). The tape recorder on the other hand will assist the researcher to collect data verbatim so that no distortions are made (Miles and Huberman, 1994).

8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:

The study intends to bring to the surface the perceptions of school principals regarding their own professional development needs which will enable them to become better leaders and help them adapt to the ever changing times in the era of their practice. This will assist Educational planners to be aware of such so that they will assist the principals in the context of the study and further use other principals in similar contexts as well as to be aware of principals' perceptions which can assist in future planning. This in turn will promote better teaching and learning which is the core business of the school.

Siyahlomula High School		
Sukuma Comprehensive School		
Sinamuva Primary School		
Nansindlela Primary School		

9. Research data collection instruments: *(Note: a list and only a brief description is required here - the actual instruments must be attached):*

Interviews will be used as a data collection method and interview schedule (attached) will be used as an instrument of data collection. Furthermore, semi-structured face-face interviews will be used techniques to collect data. Another method to be used to achieve triangulation in this study will be document analysis which will be used to support data collected through interviews. Some school documents will be analyzed using thematic analysis technique and analysis guidelines as an instrument of data collection. A tape recorder will be used during interviews and will be supported by field noted which will be taken during the interview.

10. Procedure for obtaining consent of participants and where appropriate parents or guardians:

Participants will be given an informed consent form (attached) to sign and their participation to the study will be voluntary in that they will be free to withdraw from the study at any given stage. Participants will not be obliged in any manner to give any information against their own free will.

11. Procedure to maintain confidentiality (if applicable):

The real names of the participants and their schools will not be disclosed at any stage of the research. Pseudonyms will be used instead. The data collected will be kept locked and safe in the supervisor’s office including the tape recorder and interview transcripts.

12. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable): N/A

13. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable): N/A

14. Research Timelines :

January 2013	Identification of Research Problem & Literature Review
February to March 2013	Proposal Development
April to June 2013	Complete First three Chapters of the Research
July to August 2013	Focus on Methodology-begin Data Collection
September to November 2013	Data Analysis & Editing
December 2013	Submission of final Dissertation

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15. Declaration

I hereby agree to comply with the relevant ethical conduct to ensure that participants' privacy and the confidentiality of records and other critical information.

I Bonakele Victoria Zondo declare that the above information is true and correct

Signature of Applicant 23/04/2013

Date

16. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.

I/We agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I/We grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

Signature of Applicant(s) 23/04/2013

Date

Return a completed form to:
 Sibusiso Alwar
 The Research Unit; Resource Planning; KwaZulu Natal Department of Education

Hand Delivered:
 Office G25; 188 Pietermaritz Street; Pietermaritzburg; 3201

Or

Ordinary Mail
 Private Bag X9137; Pietermaritzburg; 3200

Or

Email
sibusiso.alwar@kzndoe.gov.za

Annexure C: Permission to conduct Research from the gatekeepers (Department of Education)



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/409

Mrs Bonakele Victoria Zondo
P. O. Box 326
MSUNDUZI
3231

Dear Mrs Zondo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **Principals' Views Regarding their Own Professional Development Needs and Support in Promoting Teacher Leadership. What Skills and Knowledge are Necessary to Adequately Empower and Support School Principals to Promote Teacher Leadership in Schools**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2013 to 30 June 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following schools and institutions of the KwaZulu Natal Department of Education:
Siyahlomula High Sukuma Comprehensive Sinamuva Primary
Nansindlela Primary


Nkosinathi S.P. Sishi, PhD
Head of Department: Education
24 June 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax : 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty

Annexure D: Letter to the Respondents (participants)



Dear Principal

23 April 2013

X X X X

Letter of informed consent – MEd Research Project

My name is Bonakele Victoria Zondo (204 402 224), a student studying for Master of Education and specializing in Education Leadership Management and Policy. I am a novice researcher in the area of Education Leadership management and Policy. My contact details are as follows: Cell Number: 082 752 7342 and e-mail: bonaz@vodamail.co.za. I am supervised by: Neil Avery (Lecturer at University of KwaZulu-Natal) Tel: 033 260 5291

e-mail: averyn@ukzn.ac.za

I would like to invite you to participate in a Research Project which will help us to understand the Professional Development (PD) of the school principals. The title of the Research Project is: *Principal's views regarding their professional development needs and support in relation to teacher leadership.*

The primary objective of the study is to collect and gather principal's perceptions about the challenges they encounter, support, skills and knowledge they require in promoting teacher leadership.

Since your school was selected to participate in the study, your experiences and insight will help to provide useful data for conducting the study. The data from your school will be gathered in the form of the interviews using interview schedule. The interview will not take more than 45 minutes of your time. The interviews will be audio taped and field trip notes will be taken. In order to enrich the data, some relevant documents from your school will be

analyzed. The data will be analyzed using analysis guidelines. Anonymity of the participants and that of your school is assured by using pseudonyms instead of real names. All interview transcripts and tape recorder will be kept safe in the locked cupboard in my supervisor's office at the University and will not be made available to any other persons or organization.

Your participation in the study is completely voluntary and you are free to withdraw from the study at any stage. If you decide to participate in the study, this will not in any way disadvantage you. I hope that all participants in the study will contribute to the study by providing important qualitative data which will be useful in informing future studies.

Please complete and sign the informed Consent form on the following page.

Thanking you in advance

Bonakele Victoria Zondo

Annexure E: Consent Form for Respondents



INFORMED CONSENT FORM: Med Research Study 2013

I _____, consent to my voluntary participation in the study mentioned above.

I understand the contents of the above letter and acknowledge that my participation in the study is voluntary and that I am free to withdraw at any stage during the research process.

Signed _____ at _____ on this _____ day of _____ 2013.

Annexure F: Interview Schedule

INTERVIEW SCHEDULE

Duration of the Interview: 40-50 minutes.

Ice Breaking Field Questions

1. How long have you been a principal?
2. Briefly tell me about your experiences as a principal particularly in this era of many innovations.

Core Field Questions

1. What is your understanding of Professional Development?
2. What specific programmes, if any, do you think will assist professional development of principals?
3. What is your understanding of teacher leadership?
4. What do you think is your role, as a principal, in promoting teacher leadership in your school?
5. What are your views regarding power sharing and shared decision-making in schools?
6. What are your perceptions concerning encouraging teachers to become leaders?
7. Describe the manner in which you would facilitate the promotion of teacher leadership if given an opportunity to do so (role of principal in this regard).
8. What resources and knowledge do you perceive as crucial in promoting professional development in relation to teacher leadership?
9. What are the challenges that you think principals might encounter or do encounter in promoting teacher leadership?

Annexure G: List of documents for analysis

Data Generation Document for Analysis

List of documents for review	Information required from the documents.	Reason for reviewing such documents
Staff development policy	To know who was responsible for formulation of such policy and what it entails.	Is the policy clear on the specific programmes of development for all role players.
IQMS records	To know if baseline evaluation was done and areas of development identified.	To check if development was done in accordance with development needs identified and to check if feedback was given to those involved.
Minutes	To know who normally chairs the meeting, how decisions are arrived at in the meetings, if there is deligation done.	To know if decisions taken collectively at the meetings.
School departmental policy	Opportunities are created for teachers to assume leadership roles within the department.	To know if teachers are given opportunities to become subject heads, subject co-ordinators. To check if there are inter-subject clusters for teachers to share their expertise.

Annexure H: Biographic and demographic information of the participants

1. Gender

Male		Female	
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2. Age

21-30		31-40		41-50		51+	
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3. Formal Qualification

M+3		M+4		M+5 and above	
-----	--	-----	--	---------------	--

4. Nature of Employment

Permanent		Temporary		Other and specify	
-----------	--	-----------	--	-------------------	--

5. Years of Teaching Experience

6. Years being a Principal

B- SCHOOL INFORMATION

a. Learner enrolment of your school

b. Number of educators and SMT members in your school

c. School location

Rural		Urban	
-------	--	-------	--

d. School status

Yes		No	
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