

UNIVERSITY OF KWAZULU-NATAL

**EMERGENT TEACHER
LEADERSHIP: A CASE STUDY OF
THREE TEACHER LEADERS IN A
SEMI-URBAN PRIMARY SCHOOL.**

2010

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DECLARATION

I, Mausley Barbara Sikhumbuzo Molefe, declare that the work presented in this document is my own. Any references to work by other people have been duly acknowledged.

Signed: -----

I declare that this dissertation has been submitted with/without my approval.

Signed: Supervisor-----

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ABSTRACT

In the past apartheid era, the South African education system was dominated by hierarchical structures. Top-down leadership in schools reflected a singular view of leadership. The principal's position of power and authority had to be maintained. When democracy prevailed post 1994, the task team report on Education Management and Development (1996) called for a move towards a more participatory and democratic management style in school.

The purpose of this study was to describe how teacher leadership was enacted by three post-level one educators in a semi-urban primary school in KwaZulu-Natal, South Africa and to investigate factors that enhanced and hindered this enactment. The research was located within the interpretive paradigm and was qualitative in nature. I adopted a case study approach and tracked three teacher leaders in a school in which I taught. This study was conducted within a theoretical framework of distributed leadership. Data were collected over two semesters, from October 2008 to March 2009. Data collection methods included school observation, questionnaires, a focus group interview, participant self reflective journaling, participant observation and individual interviews. Data analysis was mainly qualitative using thematic content analysis but data were also analyzed quantitatively where questionnaires were entered into the programme called the Statistical Package for Social Sciences (SPSS).

The findings of my study indicate that teacher leadership is enacted in this primary school across all four zones of teacher leadership (see Grant, 2008a). However, teacher leadership is enacted mostly in zone one (leading in the classroom) and zone two (working with other teachers and learners outside the classroom in curricular and extra-curricular activities). These teacher leaders are comfortable in leading inside their classrooms and they also work collaboratively with their colleagues and team work is promoted. Teacher leadership in these zones is described as *dispersed* distributed leadership (following Gunter, 2005). Findings also indicate that teacher leadership in zone three (leading outside the classroom in whole school development) is mostly

controlled and delegated to teachers by the School Management Team (SMT). Therefore teacher leadership enactment in zone three could be described as *authorized* distributed leadership (Gunter, 2005). Within zone four (between neighbouring schools in the community) teacher leadership is enacted beyond the school into the community. However, despite evidence of teacher leadership in all four zones, findings indicate that there are some barriers to teacher leadership. For example, SMTs themselves use a top-down approach; teachers themselves do not give each other support and there are also time constraints which prevent teacher leadership roles from being carried out. Nevertheless, what is important is that teacher leadership was emergent in the school, although, for teacher leadership to be fully enacted, leadership should be distributed among all teachers in a school.

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CHAPTER ONE

ORIENTATION TO THE STUDY

1.1 Introduction

The aim of this chapter is to introduce the research topic and the research problem underlying this study. The chapter outlines the background to the study, the research rationale, the theoretical framework I used, the research aim and questions, research design and lastly sketches what follows in subsequent chapters.

1.2 Background To The Study

One of the ideologies of leadership is that of top-down leadership by a single individual ruling over an organization from above. This ideology gives that individual power to dictate the direction of the organization. As Gronn (2000, p.319) explains, “Leaders are superior to followers, followers depend on leaders and leadership consists in doing something to, for and on behalf of others”. There is a belief in the power of one leader to lead the whole organization alone. This ideology applied to the education system in South Africa during the era of apartheid: the person at the top of the hierarchy, holding the power, was given “God-like status” to control the organization (Pillay, 2009, p.1). This means that everything operated in a top-down manner, from the Department of Education down to the schools. This was reported in the task team report on Education Management and Development (1996, p.19) that: “principals and teachers have consistently been at the receiving end of top-down management structures. They have worked in a regulated environment and have become accustomed to receiving direct instructions from Department officials”. Thus during apartheid the South African education system was dominated by authoritarian leadership in schools (Grant, 2006).

School leadership was premised on a singular view of leadership and upon individual impetus (Muijs and Harris, 2003). Leadership operated in a linear and hierarchical

manner from the principal at the apex to the teachers at the bottom. During the apartheid era there was a scientific education management paradigm which was of relevance when dealing with the management of schools (McLennan and Thurlow, 2003). This paradigm was to ensure that if the school wanted to maintain order, the principal's position of power and authority had to be maintained. School management was not the responsibility of all members of an educational organization (Singh, 2007). This made principals withhold authority from teachers as they were held responsible for everything that happened in the schools.

In direct contrast, with the onset of democracy in South Africa post 1994, new educational policies challenged the top-down approach to leadership and suggested that leadership and management be the responsibility of all the members of the educational organization. Two educational policies which support democracy and inclusivity are the South African Schools' Act (SASA) (1996) and the Norms and Standards for Educators (2000). These policies are relevant to my study of teacher leadership as the emphasis on school management and leadership is now the responsibility of all members of an education system. SASA decentralizes powers of school governance to enable all stakeholders to be involved democratically in the leading, managing and governing of schools. This policy allows parents, teachers, non teaching staff and learners of schools with eighth grade or higher to govern the school together (SASA, 1996). This policy legislated self-management which was accompanied by an internal devolution of power within the school and promoted transformational leadership. Caldwell and Spinks (1992) define a self-managing school as one where there is significant and consistent decentralization of authority. This means leadership is distributed because all stakeholders are involved in leading the school towards achieving its goal. This transformation of schools promotes the notion of teacher leadership as envisaged in the Norms and Standard for Educators (2000).

The Norms and Standards for Educators (2000) describes the seven roles of educators and one of them is that of "leader, administrator and manager" (p.A44). This policy states that all teachers have the potential to lead even if they do not hold any formal

management positions. In South Africa, a Post Level 1 educator is an educator who does not hold any formal management position in a school while the SMT includes educators promoted by the Department of Education into formal management positions, i.e. Principal, Deputy Principal and Head of Department (HOD) [Personnel Administrative Measures (PAM), 1998]. The emphasis of this policy is that teachers need to be given space to exercise their leadership and management skills to achieve a culture of school improvement whether they are in formal or informal management positions. Even the Task Team report on Education Management Development suggests that “management should not be seen as being the task of the few; it should be seen as an activity in which all members of educational organizations engage” (Department of Education, 1996, p.27). This can be achieved through collaboration and participation of all stakeholders as it is important in decision-making, leadership and management processes. Therefore the task team report emphasizes that, to achieve school improvement, all members of the school community should play a role in the realization of the school vision and mission.

If policies promote leadership by all teachers in an organization, then teacher leadership is the key to moving away from a traditional understanding of school leadership which, as indicated earlier, is an “individualistic view of leadership” (Gronn, 2000, p.319). For teachers to be able to enact teacher leadership, leadership should be distributed and that will be evident in the interactions of many leaders operating with followers in different situations (Spillane, 2006). This means that for South African schools to enact teacher leadership, School Management Teams (SMTs) should provide a school culture that enables all teachers to become leaders. To support this, Leithwood, Jantzi and Steinbach (1998) argue that to promote teacher leadership there must be a relationship between teacher empowerment and a collegial school culture through distributed leadership.

If one takes a look at South African schools, teachers are already engaged in teacher leadership enactment but they are unaware that what they are doing can be constructed as teacher leadership. Teachers are leading inside their classrooms; they also work with other teachers outside their classrooms, in order to contribute to whole school development (Katzenmeyer and Moller, 2001). This means that Post Level 1 educators

are indeed to some extent taking up leadership roles even though they are not holding formal management positions. I agree with Pillay (2008, p.2) that transformation of the education system “can only be achieved through democratic, collaborative participation through distributive and shared leadership, a culture of sound teaching and learning practices and by building a shared vision”.

1.3 Rationale for My Study

I decided to focus on this study as I have a passion for and an interest in the concept of teacher leadership in which shared forms of leadership practice are promoted. When I first became interested in researching teacher leadership, I was a member of the SMT at my school. I realized the importance of empowering teachers with leadership skills and that, as a deputy principal, I was supposed to play an active role in developing teacher leadership. Like Muijs and Harris (2003, p.441), I believed that “empowering teachers to take on leadership roles motivates them, enhances self- esteem, leads to work satisfaction, and higher levels of performance”. During the apartheid era, leadership opportunities for Post Level 1educators were limited to classroom teaching, as a singular view of school leadership dominated. This legacy still pertains to many of our schools today. I realized that, in my school, teachers were experts in classroom teaching where they took a leadership role, but they were not involved in whole school development because here decisions were taken at the formal management level. Teachers were then followers of leaders who were in the headship (Day, 2000). This discouraged Post Level one educators from taking on other leadership roles and they did not feel a sense of ownership when excluded from decision making. In contrast, I believe that if teachers work collaboratively and in a collegial school culture, school effectiveness and improvement will prevail.

A further motivation for researching teacher leadership was that I wanted to contribute to closing the gap in the research on leadership and teacher leadership in particular as it is an under researched concept in the South African schooling context. Teacher leadership is well researched in the United States, Canada and United Kingdom (see Wasley, 1991;

Little, 1995; Leithwood, Jantzi and Steinbach, 1999; Ash and Persall, 2000; Katzenmeyer and Moller, 2001; Muijs and Harris, 2003; Gunter, 2005; Harris, 2005). In contrast, there are only a few small studies done in South Africa (see Singh, 2007; Rajagopaul, 2007; Khumalo, 2008; Ntuzela, 2008; Pillay, 2009). Most of these South African studies were qualitative in nature and explored the perceptions of educators on the topic of teacher leadership with the exception of Khumalo's (2008) study which was a large quantitative study.

1.4 The Research Problem

1.4.1 *Research aim*

The aim of this study was to describe how teacher leadership was enacted by three Post Level 1educators in a semi-urban primary school in KwaZulu-Natal and to investigate factors that enhanced or hindered this enactment. I had this aim in my mind with the hope of adding to the growing body of literature on teacher leadership in South Africa.

1.4.2 *Research questions*

The following broad research questions framed my research study:

1. How is teacher leadership enacted in a semi-urban primary school in KZN?
2. What factors enhance or hinder this enactment?

1.5 Research Design

The design of my research was a case study of the school in which I taught, and focused on three teacher leaders' enactment of teacher leadership. I was interested not only in perceptions but in practice as well and used a theoretical framework of distributed

leadership as practice. I wanted to explore how these three Post Level 1 educators enacted leadership whilst spending most of their time in their classrooms, as well as looking at teacher leadership in depth by observing teachers leading in their own classrooms and beyond into the school as a whole. My task was to track the three teacher leaders for a period of two semesters during the last school term in 2008 and the first school term in 2009. This study thus explored perspectives and shared meanings and developed insight into the enactment of teacher leadership, especially that of Post Level 1 educators in a school. I worked from the premise that teacher leadership is happening in South African schools even though it was not explicit and sometimes not even named.

According to Cohen, Manion and Morrison (2007) case studies observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects. Yin (2003, p.13) recommends that “you would use the case study method because you deliberately wanted to cover contextual conditions – believing that they might be highly pertinent to your phenomenon of study”. My study was a descriptive case study as it presented a detailed description of teacher leadership in action within the unique context of a particular school. The unit of analysis was three teacher leaders who were identified according to their knowledge and desire to take up teacher leadership. I located my study within the interpretive paradigm, as I was interested in understanding meaning behind perceptions and experiences of teacher leaders in depth. Interpretivists focus on action which may be thought of as behaviour with meaning (Cohen, Manion and Morrison, 2007). I also believe that there are multiple realities and that knowledge is created in interaction between researcher and respondent.

Integral to the design of this research into teacher leadership was that it was done as part of a group project. In 2008 – 2009 I was one of 11 Master of Education, Education Leadership and Management Policy MED (ELMP) students. Whilst studying a module on teacher leadership, we became interested in exploring this concept further as a group project. What motivated us most was that we were a diverse group of students – educators from across five Districts in KwaZulu-Natal, including Othukela, Obonjeni, Umzinyathi, Sisonke and Umgungundlovu, thus covering five Districts out of twelve

Districts in KZN. We thought it would be interesting to see how teacher leadership differed between the different Districts. During this research project we motivated each other, collaborated with each other, shared decision making within a culture of mutual trust, and supported each other (Harris and Lambert, 2003). Because this study was designed as a group project, the research questions and research design were the same for all 11 students, and the instruments we used were developed as a team. The uniqueness of each of our work was found within the selection of the school and the three teacher leaders within each school. As a group, the project tracked 30 teacher leaders and three lecturer leaders and this benefited us as this established collective cases which facilitated greater generalization. We agreed that comparisons would be made across all seven schools and one Further Education and Training (FET) College, to determine if there were common themes - but only when all studies are completed.

1.6 Theoretical Framework

Distributed leadership is the theoretical framework which I used to understand and explain my data in response to my research questions, and particularly as a conceptualization of distributed leadership as practice (Spillane, 2006). According to Howey (1988, p.30):

Teacher leadership can be manifested in modeling methods of teaching, serving in an advisor capacity to other teachers, coaching, mentoring beginning teachers, studying aspects of classroom life, jointly developing curriculum, structuring problem identification and resolution, strengthening school-home relationships, or developing instructional material.

This means collaboration and team work could lead to teachers' professional development. Therefore, shared responsibility and a participatory leadership style are necessary conditions for teacher leadership. According to Rogus (1988, p.46) "an effective school ethos is characterized by faculty collegiality, collaboration and sense of community". I agree with Grant (2006) that for teacher leadership to happen, leadership must be distributed to teachers. This means teacher leadership is one aspect of distributed

leadership. Furthermore, I have chosen to use Gunter's (2005) characterizations of distributed leadership as authorized, dispersed and democratic.

1.7 Conclusion

The outline of my study is as follows: Chapter One is a summary of my study and introduces the reader to the background and rationale for the study, the theoretical framework used, the research design, as well as the research aim and questions. This chapter has explored the background of my study and argued for its relevance. I have touched on the concepts of teacher leadership and distributed leadership. I presented the focus and purpose of my study as well as my research questions to introduce the whole study. Chapter Two offers the literature review on the notion of teacher leadership in schools in the UK, Canada, USA and other parts of the world including South Africa. It attempts to define the concept of teacher leadership by engaging with different researchers, both locally and internationally, and discusses the theory of distributed leadership as a conceptual framework. The benefits and barriers to teacher leadership are also outlined. Chapter Three expands on the methods, methodology and research design used in the study, and reasons for the choices made regarding these. The chapter also explores the ethical issues as well as the limitations of the study. Chapter Four presents the findings of the study, and the final chapter, Chapter Five, summarizes the main findings presented in Chapter Four. Limitations of my study and recommendations for further research are also presented in this last chapter. The next chapter deals with the literature reviewed in my study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of a review of international and local literature on the concept of teacher leadership. The aim is to acquire insight from this literature into how teacher leadership is enacted in schools and what factors enhance or hinder this enactment within the South African context. The review is based on research done on leadership in general and on teacher leadership in particular. Schools exist to promote learning and effective leadership is vital in achieving this goal.

This chapter begins by defining leadership and management and explaining why both of these are necessary. I then present perspectives and theories on the individualistic view of leadership followed by the contrasting view of group leadership, together with related styles and theories. Thereafter I present distributed leadership theory which is the theoretical framework for my study, followed by developing distributed leadership in schools. The definition, purpose and roles of teacher leadership are discussed, and policies relating to teacher leadership in the South African context are explained. Lastly factors that enhance and those that hinder teacher leadership are described.

2.2 Perspectives on Leadership and Management

Leadership and management are linked and equally necessary if schools are to be effective and efficient and lead to school improvement. Naicker and Waddy (2002, p.17) define leadership as involving a “process of influencing group activities, setting goals and achieving these goals”. They define management as “realizing goals and objectives in an effective and efficient manner through planning, organizing and controlling the process through and with people” (p. 17). Both definitions emphasize working with people, setting goals and achieving them through a process. Chibber (1994, p.14) cited in Naicker

and Waddy (2002, p.17) defines leadership as “the capacity to frame plans that will succeed and the faculty to persuade others to carry them out in the face of all difficulties”. Leadership and management deal with two parts; planning, which is realistic or achievable, and implementation. Leaders have to work with people and be able to influence them in order to implement their plans and achieve their goals, despite difficulties or setbacks that they may come across during the process.

Thus, when we look closer at the concepts of leadership and management there are some areas of overlap, even though they are distinguishable from one another. Louis and Miles (1990) distinguish between leadership and management although stressing that they are both important in achieving goals. They say leadership relates to mission, direction and inspiration while management involves designing and carrying out plans, getting things done and working effectively with people. West Burnham (1992) also distinguishes between these two concepts, saying that leadership is concerned with values, vision and mission while management is concerned with execution, planning, organization and administration. Astin and Astin (2000, p.8) define leadership as a “process which works towards movement and change in an organization and management as the process which works towards the stability, preservation and maintenance of the organization”. I agree with the research literature that these two concepts cannot function separately but are both equally important and necessary processes.

2.3 Leadership

2.3.1 Traditional views of leadership

Literature in the field of leadership has historically been dominated by the individualistic view of leadership. Gronn (2000) argues that there is a belief in the power of one; that the success of the organization depends on the individual to be able to influence others. Gronn (2000) points out how this view has dominated the literature. This means that there is a leader and a follower, where leadership is equated with headship (Day, 2000).

This headship refers to an individual in a formal management position of power (Grant, 2008a).

There are many ways in which leadership has been theorized. One theory that Coleman (2005) touches on is that which focuses on the qualities of an individual. Here we have the 'great man' theory. This theory tends to rely on stereotypes as it focuses on the qualities of an individual especially those of a man - the name says it all. It emphasizes that leaders are born not made, which implies that there could be no such a thing as effective leadership training. These born leaders have strong personalities or are able to inspire people when they speak, or have a vision that makes people want to follow them (Naicker and Waddy, 2002). Similar to the 'great man' theory is the 'trait theory'. This theory suggests that there are traits or qualities that are common to all leaders, and suggests that there are personalities, behavioral qualities that make certain people great leaders. However it also focuses on competencies. Coleman (2005) identifies differences between competencies and traits. Traits are inherent qualities that an individual is either born with or without; competencies are elements or aspects that a leader could be coached or trained to gain; therefore effective leadership training could have a role to play.

From my perspective, it is clear that both these theories have their limitations in improving the quality of teaching and learning in schools. In the 'great man' theory, leaders are perceived here to be of male gender while we have many women leaders in South African education. The assumption that leaders are born and not made I believe to be false because there are many effective leaders who are groomed by their mentors and are contributing enormously in improving the quality of education in schools. The 'trait theory' suggests that there are a range of character traits that are common to all leaders; however it is difficult to identify these particular traits. It also ignores the possibility that all people have leadership potential; however this potential needs to be developed in order for true leaders to emerge. The focus, I believe, therefore, should be on creating opportunities to develop leadership potential in all people especially teachers.

2.3.2 Changing views of leadership

Recent literature on educational leadership views leadership as focusing on “group processes, personality and its effects, the exercise of influence, leadership has been seen as an act or behavior, a form of persuasion and a power relation” (Spillane, 2006, p.10). This means that leadership is increasingly being seen in terms of outcomes related to whole school improvement, where teachers are motivated into working together in order to achieve excellence in teaching and learning.

Grant (2008a, p.181) suggests that “leadership refers to a process of establishing relationships through dialogue and agency within a socially just and inclusive culture in the pursuit of learning and teaching in schools”. This means that leadership is a collective action where everyone participates, it is “separated from a person, role and status” (Muijs and Harris, 2003, p.437). In the South African context there are policies which support democracy and inclusivity such as the South African Schools Act of 1996 which decentralizes powers to school governance and allows flatter management structures. I therefore support the view of the task team report on Education Management and Development that there must be a shift where “management should not be seen as being the task of the few, it should be seen as an activity in which all members of educational organization engage” (Department of Education, 1996 p.27). According to the Department of Education (1996) this can be achieved through collaboration and participation of all stakeholders as it is important in decision-making and leadership and management processes.

2.4 Theories of Leadership

In the following section various styles and theories of leadership will be highlighted and discussed. The first of these is ‘instructional leadership’.

Instructional leadership

The theory of leadership that focuses on learning of the students is described in the literature as instructional leadership. According to Coleman (2005) instructional leadership is learning-centered leadership. Its key concerns are likely to be curriculum, teaching and learning and monitoring of learning. Skills needed from this leader are the ones that lead directly to the improvement of learners' performance. It is not the principal alone who should focus on leadership in instruction. Teachers should also be involved as they are the ones directly involved in teaching or delivering instructions in the classrooms. They have the expertise in curriculum teaching and have mastered a substantive body of knowledge (Hoy and Hoy, 2003). In the context of South Africa, looking at the new curriculum, the National Curriculum Statement, teachers are the ones who are implementing it. By doing this, they will be capable of improving the quality of teaching and learning. Harris (2003) emphasizes the importance of teachers' continuing professional development as very important to respond to the new challenges in the education system. This is also relevant to the South African education system. If leaders develop professionally, the individualistic view of leadership will not dominate as this view was contested by many people in the literature (see Day, 2000; Harris, 2003; Grant, 2005). The second theory I will discuss is that of transformational leadership.

2.4.2 Transformational leadership

This leadership style is in line with a group-orientated view of leadership. As the word transform means change, these leaders 'fit' well with transforming education systems. This style of leadership is about building the capacity of all stakeholders involved in the education system. These leaders will have a common understanding; build a shared vision with all stakeholders by developing team spirit among members of the organization. Coleman (2005, p.16) describes transformational leaders as "leaders who take into consideration the needs of others rather than his personal needs". These leaders encourage innovation and creativity. Within transformational leadership we also get participative leadership. Participative leaders involve other people in decision-making

processes. For this reason, they are often called democratic leaders. Naicker and Waddy (2002) state that participative leaders guide educators rather than telling them what to do and they prefer shared planning and responsibility.

There are other theories that also support leadership which is not individualistic in nature. One of them is contingency theory. This theory is sometimes called situational theory (Naicker and Waddy, 2002). This theory involves more than personality traits. Naicker and Waddy (2002) view these leaders as people who are able to see leadership in the context of the environment. This is because different people and different situations require different styles of leadership. Contingency theory suggests that the leader's natural style, the qualities and needs of the followers as well as the aspects and demands of the situation need to be considered. Situational theory is where leaders do not operate in isolation but they are affected by the circumstances (Coleman, 2005). This means that the way one leads depend on the situation one finds oneself in.

This takes us back to leaders who are influential and effective despite the difficult situations that they come across. I support contingency theory as there are many different and sometimes difficult situations that leaders and managers come across in educational transformation. If leaders are able to adapt their leadership styles depending on the situation, surely they will achieve the purpose of improving the quality of teaching and learning. Harris (2004) states that it is the duty of the principal to create a common culture where leadership is equated with maximizing the human capacity within the school through empowerment and distributed leadership; this could be done whether in formal or informal positions. This leads us to another theory which I will use as my theoretical framework in responding to the questions raised in my study regarding distributed leadership.

2.4.3 Distributed leadership

As indicated above, traditional forms of leadership, and even transformational leadership, rest on the assumption that there is one main leader in each school, the principal.

However I disagree with an individualist view of leadership and the theories that foreground the principal as the primary leader, as it is my belief that no school can improve with an individual leader working alone. Teachers and the SMT should work together in order to achieve school improvement. Schools are organizations and an organization is comprised of groups of people who work together in different ways to meet shared goals. This means leadership should be distributed to all stakeholders in order to achieve positive change in the school. For this reason I decided to use distributed leadership theory for my theoretical framework. Harris and Muijs (2005) argue that leadership is more to do with the relationships and connections among individuals within a school than the position itself. Distributed leadership contradicts the traditional view of leadership by focusing on collective leadership in which teachers develop expertise by working together (Gronn, 2000, p.324). Gronn calls this “leadership as a shared phenomenon”. I agree with the literature that stresses that roles and functions of the school must be distributed to all stakeholders in a school.

Bennett, Harvey, Wise and Woods (2003, p.3) suggest that distributed leadership theory is “a way of thinking about leadership”. They state that “distributed leadership is not something done by an individual to others; rather it is an emergent property of a group or network of individuals in which group members pool together their expertise” (p.3). The emphasis is that distributed leadership should be exercised by all teachers in a school; it should not only be done through formal position or role. This means that every teacher can demonstrate leadership in a school.

The responsibility lies with the School Management Team to enable teachers to become leaders by developing “the right balance of confidence and humility to distribute leadership wisely where strengths in colleagues are evident” (Grant, 2006, p.524). This theory states that leadership can be spread amongst all members in a school. This helps principals of schools to delegate tasks to relevant people, although the principals themselves are still accountable to the Department of Education. Harris (2002) cited in Coleman (2005, p.10) identifies “distributed leadership with the collective leadership of teachers working together to improve classroom practice and therefore pupil’s

outcomes”. This is leadership which is shared throughout the organization, in my case the school. In distributed leadership, roles and functions of the school are distributed to all stakeholders. Leadership is not seen as an individual activity but rather a group activity. Distributed leadership, therefore, recognizes informal leadership and the role played by teachers in schools who are not in management positions. As demonstrated earlier, there is a common assumption in South African schools that education leadership lies with the principal and members of the SMT only, because they are appointed to formal positions. However this assumption ignores the fact that there are teachers who assume informal leadership positions; they give directions and are followed by others, the staff. I agree with Harris (2003) who criticizes research literature which focuses too much on formal management positions, ignoring the kinds of leadership that can be distributed across many roles and functions within a school. Katzenmeyer and Moller (2001) concur with Harris (2003) saying that in every school there are teachers who can lead the school to achieve change. It all depends on the distribution of leadership.

Day and Harris (2002, p.960) describe distributed leadership as the “redistribution of power and re-alignment of authority within the school as an organization”. This implies that leadership should be shared and includes collective actions of all teachers in a school. According to Spillane, Halverson and Diamond (2004) a distributed leadership perspective recognizes that there are multiple leaders and that leadership activities should be shared within an organization. Similarly, for Harris (2004, p.13), distributed leadership “concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role”.

To support the above views, Gronn (2000, p.324) argues that “leadership is more appropriately understood as a fluid and emergent, rather than as a fixed, phenomenon” which then directs us to a view of “the abandonment of fixed leaders-follower dualisms in favor of the possibility of multiple, emergent, task-focused roles”. So distributed leadership requires flatter organizational structures (Gronn, 2000) where leaders and followers are thought of as collaborators. Again distributed leadership is viewed as not done by individuals but as a “form of collective leadership where the leadership potential

of all people in an organization are demonstrated at one time or another” (Grant, 2005, p.44).

According to Spillane (2006) distributed leadership means more than shared leadership. For him “it is the collective interactions among leaders, followers and their situation that are paramount” (p.4). Also Harris and Spillane (2008, p.31) argue that “distributed leadership focuses upon the interactions, rather than the actions, of those in formal and informal leadership roles”. There are three elements which are important in a distributed perspective on leadership: leadership practice, interactions of leaders and followers, and their situation (Spillane, 2006). These elements influence organizational and instructional improvement. It means that teachers should exercise their leadership by interacting with each other in staff rooms, during tea breaks or in situations where they, for example, analyze test results of learners etc. These situations reflect leadership practice. In short this perspective focuses on how leadership practices are distributed among formal and informal leaders. Distributed leadership theory is particularly relevant to the concept of teacher leadership as it involves lots of groups of people, and implies a social distribution of leadership and leadership accomplished through the interaction of multiple leaders (Muijs and Harris, 2003).

Gronn (2000, p.333) suggests that there are three implications of distributed leadership. Firstly distributed leadership implies a different power relationship within a school. Secondly, it has implications for the division of labour within a school and lastly, it opens up the possibility of all teachers becoming leaders at various times. Gronn (2000) further states that division of labour is the principal driver for structuring of work and workplace relations. The reason is that “ it defines the over all amount of work originating in the task environment to be performed, and the nature and extent of the specialization into which the totality of that work is subdivided” (p.333). This will lead to increased teacher participation in decision-making and opportunities for teachers to take initiative and lead school towards school improvement (Muijs and Harris, 2007).

Furthermore, distributed leadership is characterized by Gunter (2005, pp.51-53) as *authorized, dispersed* and *democratic*. *Authorized* distributed leadership is where tasks are distributed in a top-down hierarchy where the principal has authority as a result of his position. This type is also termed delegated leadership (Grant, 2008a). Principals have the power to give teachers tasks to do and teachers have to accept this delegation for the sake of their schools or for their empowerment. This means some teachers could not exercise their leadership if not delegated tasks to do, which could lead to demotivation from teachers who have skills and capabilities but do not hold formal leadership positions.

Bennett, Harvey, Wise and Woods (2003, p.6) argue that distributed leadership is based on trust and requires “letting go” by senior staff rather than just delegating tasks. Some leaders hesitate to empower teachers and are afraid to give powers to teachers (Fullan, 2003). These leaders can be described as adopting an autocratic style of leadership. Teachers need to be trusted so as not to prevent them from working together in taking responsibilities and solving problems. Evans (1998 p.183) supports this by stating that:

Trust is the essential link between leaders and led, vital to people’s job, status functions and loyalty, vital to fellowship. It is important when organizations are reaching rapid improvement, which requires exceptional effort and competence, and double so again in organizations like schools that offers few motivators. In this sense leadership is re-conceptualized as a set of behaviours and practices that are undertaken collectively.

Dispersed distributed leadership is a bottom-up process, where much of what is happening excludes hierarchy; leadership tasks are shared (Gunter, 2005). This kind of distributed leadership is normally accepted by teachers as they are being given space to develop the work using their knowledge, skills and personal attributes. It is motivating to teachers as they share leadership tasks and to them this means power is shifted away from formal leaders and thus they enjoy a sense of ownership.

I agree with Muijs and Harris (2003, p.440) that distributed leadership theory provides conceptual clarity around the terrain of teacher leadership because it focuses on multiple groups of individuals in a school who work interdependently with staff to manage

changes in instruction, while it also stretches the leadership function over the work of a number of individuals, with multiple leaders in a school. Grant (2006, p.513) states that “teachers need to be encouraged to find their voices, take up their potential as leaders and change agents to produce a liberating culture in their schools”. The task team report on Education Management and Development states that “management is about doing things and working with people to make things happen. It is a process to which all contribute and which everyone in an organization ought to be involved” (Department of Education, 1996, p.27).

Democratic distributed leadership is similar to dispersed distributed leadership but it goes beyond the school as an organization to the school as a public institution within a democracy. It is different, for example, in that the relevant Department of Education does not assume political neutrality, but instead engages critically with organizational values and goals (Woods, 2004, p.7). It also raises questions of inclusion and exclusion which include “how meaning is developed, how experiences are understood and how we work for change” (Gunter, 2005, p.57). This means democratic distributed leadership challenges social inequities and inequalities. Democratic distributed leadership offers space for teacher leadership to emerge and it is where teachers are given the most opportunities to exercise leadership roles. It is the centre of attraction for my study.

In order for distributed leadership to be democratic, ‘culture’ plays a vital role. Schools need to develop a “culture that supports collaboration, partnership, team teaching and collective decision-making” (Grant, 2006, p.524). I agree with Grant because the way schools do things should be to promote leadership that is shared among teachers. Bush (1995, p.52) views this kind of culture as a ‘collegial mode’ which “includes all those theories that emphasize that power and decision-making should be shared amongst some or all members of the organization”. This will make teachers feel a sense of ownership.

Dispersed and *democratic* distributed leadership emphasize collaboration and collegiality. Therefore, a ‘collegial model’ includes “all those theories that emphasize that power and decision making should be shared amongst some or all members of the

organization” (Bush, 1995, p.52). This means the School management Team should allow teachers to collaborate by giving them authority by means of shifting power and by allowing them to use the skills they have to take decisions that lead to school improvement.

So distributing leadership through collaboration i.e. dispersed distributed leadership is vital to school improvement. Formal leaders should combine structural, political and educational leadership with symbolic principles and distributed leadership practice (Harris, 2004) to enable informal leaders to exercise their leadership. Distributed leadership activity should be done through the redistribution of power within an organization by giving those not in formal management positions responsibility for major and important development tasks (Harris, 2004). This emerging model of leadership is concerned with “creating collective responsibility for leadership action and activity” (Harris, 2004, p.19). In a school where distributed leadership is a norm, collaborative forms of leadership will be promoted and teachers will be getting opportunities to develop themselves professionally. Day and Harris (2002, p.960) emphasize that “the leadership role of the principal implies that giving others real responsibility and developing others is the best possible way of the organization moving forward”. I agree with the above literature because if all teachers are involved in the leadership processes that happen in the school, they will become more creative and inspirational in dealing with the challenges of transformation. This will ultimately lead to school improvement.

As the principal purpose of education management development is to improve the organizational performance of structure, when the school is involved in the development planning process the SMT needs to provide the means for transforming the whole school. Teachers should be encouraged to develop and promote a shared vision for the future. All teachers in a school must be given the opportunity to show leadership and generate commitment and confidence so as to succeed (Thurlow, 2003). If this is done properly, it will promote a culture of teaching and learning. Stoll (1994) argues that school improvement research emphasizes the importance of teachers in change efforts and ownership of the process. Thus, involvement of teachers in the selection of priorities for

future development of the school may result in a remarkable improvement in the organizational performance of everybody who is trying to transform the education system in South Africa. What should be becoming apparent in this literature review is that ‘teacher leadership’ as a specific focus of enquiry within the context of democratic distributed leadership, is emerging as critical to this study. In the discussion which continues below, this position is strengthened and clarified further.

According to Mosage and Westhuizen (1997), teachers generally show an interest in participating in activities that are carried out by management staff. However, in their study, Mosage and van der Westhuizen also found that teachers are not actually given opportunities to participate in managerial activities such as budgeting, school policy-making, teacher evaluation, staff development and orientation of pupils. This shows that it is important to distribute leadership to teachers as they also have interest even though they are not in formal management positions. Harris (2004) supports distributed leadership stating that it is a strategy which encourages and supports initiatives and developments led by teachers.

Barth (1988, p.40) refers to shared leadership in a school as a “community of leaders” where all stakeholders become school leaders in one way or another. He identifies the following steps as useful to facilitating shared leadership. Firstly, he states that the principals should articulate their vision openly. This maximizes participation of teachers in school leadership. Secondly, principals should relinquish power to all teachers, that is, share school-related responsibilities with all teachers. This will help to release the creative leadership powers of teachers. However, principals must give support as they are accountable for what others do with that power. Thirdly, principals should entrust teachers by relinquishing decision-making authority to them when taking leadership roles. They should support teachers even if there are hiccups as it takes time to achieve a community of leaders. Next, principals should involve teachers in decision-making. They should engage with teachers before coming up with solutions, as this will give teachers a sense of ownership and make them more likely to implement solutions. It is important for principals to assign responsibilities wisely. To foster teacher leadership “principals must

give individual teachers responsibility for matters about which these teachers care deeply” (Barth, 1988, p.41). Teachers will be keen to resolve matters that are of interest to them, and seek assistance if the need arises. This form of leadership helps teachers to feel confident in asking for assistance if necessary. That is where a community of leaders comes in, where “leadership intersects with staff development” (p.41). Leadership will therefore be shared, as it is ‘interactive and interdependent’ (Barth, 1988, p.41).

Another step is that principals should share the responsibility for failure (Barth, 1988). A community of leaders does not lay the blame for failure on one person; rather they learn from mistakes and improve on them for the future. The next step is attributing success to the teacher. Principals should make sure that successful deeds of teachers are exposed for public recognition, as this will boost their morale and commitment. Another step is that principals must believe in their teachers (Barth, 1988). This goes hand in hand with trust. Principals who believe that all teachers have a potential to lead will allow them to exercise their expertise in leadership roles. Joyce and Showers (1982, p.5) emphasize the idea of coaching by stating that “like athletes, teachers will put newly learned skills to use – if they are coached”. Lastly is admitting ignorance. Principals should acknowledge that they do not know everything, and invite teachers to help them in handling some responsibilities. Barth (1988, p.42) suggests the use of “I don’t know how” as a strategy which can be used by principals. This strategy is an invitation for teachers to take a lead and provide help with the skills that they have. Then teachers will gladly help the principal for the benefit of the school.

Barth (1988) supports his steps towards shared leadership, which I agree with, by using recommendations published by National Education Association (NEA) of 1986 together with National Association of Secondary School Principals to create Ventures in Good Schooling in US. They recommend that:

Principals involve teachers in decision-making; that teachers play an active role in setting the school budget and in evaluating the performance of their principals; that principals seek advice on staffing needs and on staffing decisions; and that

principals and teachers jointly develop school wide plans for instructional improvement and for recognizing student achievement (p.42).

Looking at the South African context Grant (2005, p.44) supports shared leadership by stating that “distributed leadership is needed so that informal forms of leadership are allowed to emerge”. These steps fit towards a model of understanding of teacher leadership in South Africa which Grant (2008a) calls zones and roles of teacher leadership. Having achieved the steps towards shared leadership will mean that the “schools orientation to change is embedded in its culture and is reflected in the collection mindset of the faculty and staff” (Ash and Persall, 2000, p.22).

There are, however, structural behaviours which are needed in order for distributed leadership to take place. Leithwood and Jantzi (1990) cited in Day and Harris (2002, p.962) highlight the structuring behaviors that show how school leadership provides opportunities for teachers to participate in decision-making and school development as follows:

distributing the responsibility and power for leadership widely throughout the school, sharing decision-making power with staff, allowing staff to manage their own decision-making committees, taking staff opinion into account, ensuring effective group problem-solving during staff meeting, providing autonomy for teachers, altering working conditions so that staff have collaborative planning time, ensuring adequate involvement in decision-making related to new initiatives in the school and creating opportunities for staff development.

Teachers need to be motivated to use their leadership potentials as they are agents of change, in order to produce a culture which promotes a shared vision (Grant, 2006). She further states that “teachers need to shift from a follower role to one of operating as teacher leader, whether they are informal leaders or in a formal leadership role” (p.513). According to Day and Harris (2002, p.963) “if schools are to be better at providing learning for students then they must also become better at providing opportunities for teachers to innovate, develop and learn together”. They further state that if leadership is distributed throughout the whole school community, students’ performance is likely to improve. From all the above, it will be now be quite clear why this study focused on teacher leadership within the framework of distributed leadership.

2.5 'Teacher Leadership' As Defined In the Literature

There are many definitions of teacher leadership in the literature which are overlapping and competing. For example Katzenmeyer and Moller (2001, p.17) define teacher leadership as “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice”. Similarly Grant (2005, p.45) defines teacher leadership as “a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal leadership roles both in the classroom and beyond; it includes teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust”. Muijs and Harris (2007, p.113) define teacher leadership as “increased teacher participation in decision-making and opportunities for teachers to take initiative and lead school improvement”.

I support these definitions which have common points that teacher leaders are expert teachers within their classroom and that their expertise does not end there; they show their leadership skills in activities throughout the school in order to develop and improve it by initiating change processes together with the rest of the staff. This is evident where teachers exercise leadership regardless of position or designation in order to achieve shared vision of improving learning (Pounder, 2006). Pounder also suggests that teacher leadership involves “leadership of other teachers through coaching, mentoring, leading working groups, leadership of developmental tasks that are central to improving learning and teaching and the leadership of pedagogy through the development and modeling of effective forms of teaching” (*ibid*, p.535).

Harris and Lambert (2003, p.44) add to these definitions, by saying that “teacher leaders are, in the first place, expert teachers, who spend the majority of their time in the classroom but take on leadership roles at times when development and innovation is needed”. They further explain that teacher leadership has at its core “a focus on

improving learning and is a model of leadership premised on the principles of professional collaboration, development and growth” (p.43). Teacher leadership is more of a “form of agency where teachers are empowered to lead development work that impact directly on the quality of teaching and learning” (Harris and Lambert, 2003, p.43). Grant (2006) in her study of 11 tutors on teacher leadership in South Africa constructed a model of teacher leadership which was understood within the four levels or zones of teacher leadership. Zone One is where teacher leaders lead within the classroom; Zone Two is where teacher leaders lead beyond the classroom that is, working with other teachers and learners in curricular and extra-curricular activities. Zone Three is where teacher leaders lead outside the classroom in whole school development, and lastly Zone Four is where teacher leaders lead between neighbouring schools in the community. Furthermore six roles on teacher leadership were added to this model (Grant, 2008b). Teacher leadership can, thus, involve teachers working for change within a school by changing classroom practice itself which is zone One, by working together with other teachers on curriculum issues which is zone Two, by working at a whole school level to bring about change which is zone Three, or by networking with teachers across schools which is zone Four of teacher leadership (Grant, 2008b).

Furthermore Grant (2008b, p.88) argues that for the South African context, teacher leadership can be understood as:

... a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal and formal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust.

The above definition is the one on which this study is premised. But one should be aware that authentic teacher leadership cannot be imposed but will emerge as teachers embrace new initiatives and innovate in a climate of trust and mutual learning (Grant, 2006).

Katzenmeyer and Moller (2001) state that the principal reason for teacher leadership is to transform schools into professional learning communities where democratic and

participatory decision-making exists. Jackson (2003) cited in Gunter (2005, pp.49-50) emphasizes this when he says:

When community, cooperation and collaborative learning are the prevailing metaphors driving our schools, rather than hierarchy, competition and accountability, then it will follow that the issues of voice, participation, ownership and active democracy will be precursors of new leadership patterns.

This should involve teachers whether they are in formal or informal management positions.

To add to this, Day and Harris (2002) suggest that schools must be professional learning communities in which teachers participate in decision-making, have a shared sense of purpose, engage in collaborative work and accept joint responsibility for the outcomes of the school. This implies that teacher collegiality and collaboration is important in generating positive change in schools and is the heart of teacher leadership. I do believe that teacher leadership is enacted in schools. However, some schools restrict teacher leadership and others enhance it. I therefore need to know exactly how it is enacted in a school and what factors enhance or hinder this enactment of teacher leadership in schools.

2.6 Teacher Leadership Roles

There is an idea that all teachers can be informal or formal leaders. This depends on the leadership roles they play. Berliner (1983) cited in Muijs and Harris (2003, p.437) states that “informal leadership constitutes classroom-related functions such as planning, communicating goals, regulating activities, creating a pleasant work place environment, supervising, motivating those supervised and evaluating the performance of those supervised”. Ash and Persall (2000) state that formal leadership roles include formal positions such as subject coordinator and head of department, which involves moving away from the classroom. This means that teacher leadership can be enacted whether the teacher is adopting formal leadership or informal leadership through sharing of leadership roles.

The literature thus defines a number of different roles for teacher leaders. Berry and Ginsburg (1990), for example, state that the roles of teacher leaders are mentoring and coaching other teachers, professional development and review of school practice and school-level decision-making. Similarly Katzenmeyer and Moller (2001) state that the role of teacher leaders is leadership of students or other teachers through facilitating, coaching, mentoring, training, curriculum specialization, creating new approaches and leading study groups. Leadership of operational tasks such as keeping the school organized and moving towards its goals are also teacher leadership roles, as is being a head of department, action researcher, or a member of task forces. Lastly, leadership should be exercised through decision-making or partnership/membership of school improvement teams, membership of committees, higher education institutions and parent-teacher associations (Katzenmeyer and Moller, 2001). These roles show that teacher leadership involves not just an individual but a group and should be exercised in and beyond the classroom.

In addition Day and Harris (2003) suggest that teacher leadership concerns the translation of the principles of school improvement into the practices of individual classrooms. Teacher leadership focuses upon participative leadership where all teachers feel part of the change or development as they are change agents and have a sense of ownership. They are mediators in school improvement as they have expertise and information. Ash and Persall (2000), Little (2000), Lieberman, Saxl and Miles (2000) further identify teacher leadership roles as instigating peer classroom observation and contributing to the establishment of a collaborative culture in the school. The above literature emphasizes that everybody has the potential to lead within and beyond the classroom through formal and informal leadership.

According to Howey (1988, p30),

Teacher leadership can be manifested in modeling methods of teaching, serving in an advisor capacity to other teachers, coaching, mentoring beginning teachers, studying aspects of classroom life, jointly developing curriculum, structuring problem identification and resolution, strengthening school-home relationships or developing instructional material.

Teacher leaders should advise and assist individual teachers. Teachers, particularly newly qualified teachers, need to be given support by means of mentoring or coaching. This demonstrates that teacher leaders lead inside their classrooms and then move beyond when engaging with teachers on curriculum issues. Teachers must also deal with decisions taken which involve a whole school community and do not end there but network with teachers outside school or even parents. Ash and Persall (2000, p.19) state that the new teacher roles include “responsibilities for inter-disciplinary teaching, curriculum development, student assessment, counseling, peer review and parental involvement”. Gehrke (1991) supports the above, stating that teacher leaders should mentor beginner teachers and must be involved in decision-making as they have conflict-resolution and communication skills which are needed in order for a school to be effective. This implies that teacher leaders should act as coaches. The reason is that “teachers are closer to one another and in an excellent position to carry out most of the coaching functions” (Joyce and Showers, 1982, p.7).

In addition to roles of teacher leaders, Purkey and Smith (1983) describe teacher leaders as not interacting with students only but also working with peers, administrators and parents to build a school community that is characterized by faith in peoples’ ability to work towards common ends. So teachers need not be in formal positions only to be able to perform the above tasks. However, in order for this to happen the school must distribute these tasks so that teachers can utilize skills that they have.

Certain values are important in exercising teacher leadership roles. Lieberman, Saxl and Miles (1988) in their study of 17 former teachers who played leadership roles in a variety of schools, found that these teacher leaders “had a broad range of skills, abilities and experience” (p.150). They found the following skills to be important when playing leadership roles: building trust and rapport, organizational diagnosis, dealing with the process, using resources, managing the work and building skills and confidence in others (pp.153-159). Teacher leaders should be strong yet caring so as to gain the trust of other teachers. They must have an understanding of the school culture and the ability to

diagnose it. They should be able to provide resources where resources refer to people, ideas, materials and equipments. Examples could be organizing workshops to empower teachers and building resource networks. Teacher leaders should manage time, set priorities for work, delegate tasks and authority, take initiative, monitor progress and coordinate what is happening in their schools. Lastly, teacher leaders should monitor each other continuously and diagnose individual teachers' communication needs and concerns.

Furthermore Devaney (1987) cited in Little (1988), describes six arenas in which teachers demonstrate leadership at a school level. Teacher leaders continue to teach and to improve their own teaching. This means teachers need to constantly upgrade themselves so as to be up-to-date with curriculum transformation and to learn new ways of developing their lessons. Teacher leaders organize and lead well-informed peer reviews of school practice. This means that these teachers should continuously do reviews of what is happening in their school. They should develop team teaching and help each other. Teacher leaders should also participate productively in school-level decision making. This will make them part of shared decisions and give them a sense of ownership therefore motivating them to buy into the decisions. Teacher leaders should organize and lead in-service education as teachers need to be continuously supported by means of workshops. These will help them to develop while they are still teaching and school improvement will be achieved. Lastly, teacher leaders should participate in the performance evaluation of teachers. This means teacher leaders should be involved in School Development Teams where they will evaluate and appraise the work performance of colleagues in order to develop them professionally and personally. I support these roles of teacher leaders as they fit into the zones and roles of teacher leadership (as per Grant's zones discussed in section 2.5) where you find teacher leaders leading in their classrooms and beyond.

2.7 Teacher Leadership and South African Policy

As has already been well established, this study takes the position that teacher leaders are expert teachers in their classrooms as well as beyond. South African policy makes space

for teachers to take leadership responsibilities. According to Leithwood, Jantzi and Steinbach (1999, p.116-117):

Teachers exercise informal leadership in their schools by sharing their expertise, volunteering for new projects and bringing new ideas to the school as well as helping colleagues carry out classroom duties, engagement of their colleagues in experimentation and the examination of more powerful instructional techniques.

These teachers exercise leadership even though they are not in formal positions. This is supported by Grant (2006) that Post Level 1 educators can exercise leadership whilst they are not holding formal management positions. But I agree with Singh (2007) that in South African schools Post Level 1 educators spend most of their time inside their classrooms and are restricted in leading the entire school developments. This is not in line with the South African Personnel Administrative Measures (PAM) (1999, p.C64) which spell out that the principal should “ensure that workloads are equitably distributed among staff”. This document further lists some of the core duties and responsibilities of teachers as taking on a leadership role in respect of subject, learning area or phase, sharing in the responsibilities of organizing and conducting extra and co-curricular activities, contributing to the professional development of colleagues by sharing knowledge, ideas and resources and participating in the School Governing Body if elected to do so (pp.C67-68).

Furthermore there are seven roles and competences that teachers should possess which are described by the Norms and Standards for Educators Document (2000). One of the roles that supports teachers in exercising leadership is the one which says that a teacher must be a ‘Leader, Administrator and Manager’. This document states that:

The educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures. These competences will be performed in ways which are democratic, which support learners and colleagues and which demonstrate responsiveness to changing circumstances and needs (p. A47).

This means that everyone involved in the school should create opportunities to involve teachers in exercising leadership that is shared. In other words, in order for teacher

leaders to be able to fulfill these roles they should be given opportunities or support to enact this leadership through distributed leadership theory.

2.8 Factors Enhancing and Hindering Teacher Leadership

This study aims to find out how teacher leadership is enacted in a school. It also aims to find out what barriers to teacher leadership exist. There are a number of barriers identified in the literature with regard to enacting teacher leadership in schools. The first barrier to teacher leadership is time. As Leithwood, Jantzi and Steinbach (1999, p.117) explain, “Time taken for work outside the classroom interferes with time needed for students”. Many teachers spend most of their time inside their classrooms, and are not given enough time to exercise leadership outside of their classrooms. It is time consuming to be actively involved in decision making (Steyn and Squelch, 1997, p.4), yet teachers need sufficient time to work with other teachers if they are to take part in whole school development activities. In addition to this, Katzenmeyer and Moller (2001) point out that another barrier to teacher leadership is public opinion and the public’s expectation about teachers’ use of time. I agree with Rajagopaul (2007, p.20) that “if time in the day is being taken for planning of leadership activities, then parents must be informed of the changes to the times of the day or changes in the timetable”. These will enable parents to understand that time is used to develop teachers professionally, and that this is not a waste of their children’s time. By so doing teacher leadership will be enhanced.

Teachers are workers and at the same time they have responsibilities other than work. Steyn and Squelch (1997, p.4) in their research found that many “teachers are not interested in participating in management issues and simply like to do their work and leave immediately after school”. This means that if teachers perceive taking leadership roles as extra work, they will not be interested in taking on these roles. As a result they will leave after school with the learners, to take care of their personal responsibilities. Some teachers work far away from home and so they do not get chances to take on leadership activities which require after school time, as they have to travel back home.

But if a school has a shared vision they can come up with a plan where all teachers will be able to participate in leadership roles. Thus, it is important for teachers to be allocated time to work together and create activities that will develop the school (Harris, 2004). According to Muijs and Harris (2007, p.113) “time needs to be set aside for teachers to meet to plan and discuss issues such as curriculum matters, developing school wide plans, leading study groups, organizing visits to other schools, collaborating with higher education institutions and collaborating with colleagues”. This will contribute to the enhancement of teacher leadership.

The second barrier to teacher leadership is top-down management structures (Muijs and Harris, 2003). There are South African schools which are still bureaucratically and hierarchically organized (Grant, 2006). These structures do not allow teachers to take leading roles. Furthermore, some SMTs feel threatened and insecure by teachers taking on leadership roles, or by their innovative ideas (Harris, 2004; Grant, 2006). This autocratic style of leadership assumes that only people in management positions can lead, which is an individualistic view of leading emphasizing the leader and follower dualism (Gronn, 2000). In order for teacher leadership to be enacted and promoted in schools, a move away from bureaucratic to flatter school structures is necessary. (Grant, 2008a). This requires willingness to devolve decision making processes and collegial ways of working (Day and Harris, 2002). When staff work together and support each other, fluid and emergent leadership can exist. This can enhance teacher leadership because when failures arise, no single individual is blamed but everybody owns the failure. Gunter (2005, p.41) states that most “school leadership is concerned to replicate existing power structures in ways that sustain teachers as followers of organizational leaders”. That means decisions are made by those in power such as SMTs and School Governing Bodies (SGBs). Some principals want to stay in power because to them power is about influence and authority. Grant (2006) endorses Gunter’s view, stating that some principals become insecure and fear loss of authority and power when teachers develop professionally.

The third barrier to teacher leadership is a lack of collegiality in the culture of the school (Singh, 2007). If this is the case it is impossible for teachers to involve themselves in leadership activities in the school. A lack of teamwork, collaboration and shared vision in a school is an enormous barrier to teacher leadership. Teachers need to take on leadership roles with the understanding that they are change agents, as teachers who are resistant to change are barriers to teacher leadership. Teachers sometimes do not want to take initiative because they assume that only people in formal management positions can lead (Grant, 2006). Sometimes teachers are afraid of taking risks or see leadership roles as an extra job and not their responsibility as they are not paid for it. At times it is because they are comfortable where they are (Grant, 2006). Therefore a collegial culture should be promoted in schools so as to enhance teacher leadership.

Hopkins (2001) states that if the management does not disperse leadership to all teachers in the school, it becomes very difficult for them to exercise teacher leadership. However, some principals are not sure as to what extent they must allow teachers to exercise teacher leadership (Mbatha, Grobler and Look, 2006). This could be because principals are accountable to the Department of Education (DoE), and if anything goes wrong they will be held responsible by the Department of Education. I therefore think that the Department of Education should ensure that the legalities regarding to what extent principals can delegate authority to their subordinates, are clear. For teacher leadership to be enhanced it should be the culture of the school to give all teachers the opportunities to take part in leadership roles.

Another barrier to teacher leadership is the lack of trust by a School Management Team. People in formal leadership positions need to trust in the abilities of their teachers. According to McGregor (1960) if the principal trusts the abilities of teachers, his role shifts from telling to sharing for the benefit of the whole school community. This means that teachers should be granted trust in order to fulfill leadership responsibilities, and as a result decisions will be shared in a school. Day and Harris (2002) also agree that a high degree of trust is required as it is a link between a leader and those being led, and it allows collaboration to grow. If principals trust teachers it will encourage teachers to be

critically reflective of their work and to find opportunities for their voices to be heard (Fullan, 1994). As a result teacher leadership will be enhanced.

Another barrier to teacher leadership is the poor interpersonal skills and values of both teachers and SMTs. Katzenmeyer and Moller (2001) state that successful teacher leadership can be influenced by interpersonal factors, such as the relationship between teachers and SMTs. Teacher leaders and SMTs need to have strong interpersonal skills to be able to collaborate effectively in their leadership roles. Lieberman, Saxl and Miles (2000) identified six main skills that characterize teacher leaders. These are: 1) building trust and rapport with colleagues; 2) being able to understand organizational diagnosis through data collection; 3) understanding and managing change processes; 4) being able to utilize resources (people and equipment) in the pursuit of common goals; 5) managing their work; and 6) building skills and confidence in others. Thus, interpersonal skills are crucial to the enhancement of effective teacher leadership. Teachers should be empowered in order to exercise teacher leadership. This will develop their self-confidence and improve their self-esteem, which will ultimately improve their work performance (Lieberman, Saxl and Miles, 1988).

Internal school conflict is another barrier to teacher leadership (Grant, 2008b). Where there are negative micro politics in a school and teachers are divided, or there is, for example, a corrupt principal, it becomes difficult for teachers to take a lead as nobody will be willing to work together.

Lastly tangible incentives and rewards are essential in teacher leadership enhancement (Muijs and Harris, 2003). Besides gaining enhanced effectiveness and being empowered, teachers need to be given some form of tangible rewards and remuneration to be motivated in teacher leadership enactment.

2.9 Conclusion

This review of the literature on teacher leadership enactment in schools has attempted to stress the importance of exercising teacher leadership in schools in order to promote teaching and learning. “Students’ outcomes are more likely to improve where leadership sources are distributed throughout the school community and where teachers are empowered in areas of importance to them” (Day and Harris, 2002, p.963). To achieve better schools, teachers should be given opportunities to innovate, develop and learn together. In order for teachers to create and sustain conditions for the productive development of learners, however, they must also be provided with opportunities to lead.

As Muijs and Harris (2007, p.111) say:

Teacher leadership requires active steps to be taken to constitute leadership teams and provide teachers with leadership roles. A culture of trust and collaboration is essential, as is a shared vision of where the school needs to go, clear line management structures and strong leadership development programmes.

If more people are involved in leadership roles and responsibilities, the leadership capacity in schools will be established (Gunter, 2005). Teacher leadership is a powerful concept which considers leadership potential of all teachers and encourages collaboration and collegial ways of working for school capacity building. To reiterate, this study uses the concept of teacher leadership within a framework of distributed leadership theory to describe how teacher leadership is enacted in a school. I now move to Chapter Three which outlines the research methodology and design of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this chapter I began by describing the research paradigm in which my study was located and the methodology I used. I show how the research design of my study unfolded by describing the context of my study as well as the sources of data used. I then present issues of access and ethical considerations. After that I describe the data collection methods I used to answer my research questions and how data were analyzed. Lastly, I discuss issues of the positionality of my study and issues of validity and trustworthiness.

3.2 Aim and Research Questions

As mentioned earlier in Chapter One, the purpose of this study was to describe how teacher leadership was enacted by Post Level 1 educators in a semi-urban primary school in KZN and to investigate factors that enhanced or hindered this enactment. I believed that teacher leadership is enacted in schools; but within some schools it is restricted and within others, enhanced. I wanted to look at teacher leadership with a view that “teachers need to shift from a follower role to one of operating as teacher leaders, whether they are informal leaders or in a formal leadership role” Grant (2006, p.513). Thus, teacher leaders’ enactment is understood to be a result of distributed leadership (Gronn, 2000; Muijs and Harris, 2003; Gunter, 2005; Spillane, 2006).

The following broad research questions framed the study:

1. How is teacher leadership enacted in a semi-urban primary school in KZN?
2. What factors enhance or hinder this enactment?

3.3 Research Paradigm and Methodology

My study was located within the interpretive paradigm as I was interested in understanding the meaning behind the perceptions and experiences of teachers on the notion of teacher leadership. Terre Blanche and Kelly (1999, p. 127) describe interpretive researchers as people who “want to make sense of feelings, experiences, social situations or phenomena as they occur in the real world, and therefore want to study them in their natural setting”. My research questions were interpretive in nature and because I wanted to find out how teacher leadership was enacted in a school, I chose to look at teachers who were taking leadership roles as informal leaders, that is, Post Level 1 educators. I also wanted to describe the factors that enhanced or hindered the enactment of teacher leadership in a school.

Neuman, (2000, p.71) describes the interpretive approach as:

the systematic analysis of socially meaningful action through direct and detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds.

Therefore, I considered the participants’ views and their interpretations on the notion of teacher leadership, and the data that I collected included the participants’ understanding of how teacher leadership was happening in the research school I selected.

To add to this description of interpretive research, Wellington (2000, p.16) states that interpretive researchers accept that:

the observer makes a difference to the observed and that reality is a human construct. The researcher’s aim is to explore perspectives and shared meanings and to develop insight into situations, for example, schools and classrooms.

In my case, the study was of three teacher leaders in a school. I made efforts to get inside the mind of each person and to understand them from within to retain the integrity of the case of teacher leadership which I was investigating. Therefore, I sought to understand teacher leadership enactment through the eyes of the participants. I did this within a

framework of distributed leadership theory where collaboration and collegial ways of working are emphasized.

Cohen, Manion and Morrison (2007) state that interpretivists focus on actions which may be thought of as 'behaviour with meaning'. They further state that "actions are meaningful to us in so far as we are able to ascertain the intentions of actors to share their experiences" (p.21). I tried to dig deeper into understanding the actions of teachers as they exercised teacher leadership whether inside their classrooms or beyond, and to do this I used multiple methods of data collection. This helped me to get rich descriptions of the contextualized behaviours and situations which helped me to answer my research questions.

In my study I adopted a case study approach and tracked three teacher leaders in a school in which I taught. According to Cohen, Manion and Morrison (2007) case studies observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects. Similarly, Cresswell (2002) states that a case study is an in-depth exploration of a bounded system: in this case, a single school. Thus, my study was a descriptive case study as it presented a complete description of teacher leadership in action within one school. Stake (2000, p.437) describes a case study as "both a process of inquiry about the case and the product of that inquiry". Furthermore, Stake (2000, p.435) states that "case studies have become one of the most common ways to do qualitative inquiry". This study was qualitative in nature, so using a case study enabled me to do an in-depth intensive inquiry into how teacher leadership is understood and carried out by teachers. Mann (2003) emphasizes that qualitative research offers insights into complex, multiple, ever-evolving truths. In this study, I attempted to understand the experiences – 'the ever evolving truths' of teacher leaders within their own context. To do this I used observations, interviews and journal entries. Case study research is based on real situations but one cannot make generalizations. My intentions were not to generalize but to get detailed descriptions of teacher leadership enactment by three Post Level 1 educators in my school.

Although the study was qualitative in nature, I also included a quantitative dimension in the form of survey questionnaires to gather data. Wellington (2000) states that qualitative research can never be a complete fiction, it must depend on some inter-subjective reality. By including quantitative methods I tried to compliment the qualitative approach – and counter too much ‘inter-subjective reality’, as figures from available records can provide depth to a qualitative study.

As stated earlier, this study used multiple methods of data collection as I had a belief that there are multiple realities and that knowledge is created between the researcher and respondent. I wanted those truths to emerge by using different methods. According to Kim (2003) cited in Singh (2007, p.44) “researchers in the interpretive paradigm believe that knowledge is comprised of multiple sets of interpretations that are part of the social and cultural context in which it occurs”. I am in firm agreement with this statement.

I acknowledge that as an interpretivist researcher, I was well aware of my personal subjectivity which could bias my findings. I tried my best to understand the teacher leaders’ subjective meaning and, to reduce a possible level of bias, I asked one member of our group research team to check whether or not she concurred with my findings.

3.4 Setting up the Research Design

3.4.1 Research Site

This study was conducted in one lower primary school, a school from Grade R up to Grade 4. This school is a public school which is situated in a semi-urban area of Ladysmith, KwaZulu-Natal. The school is approximately five kilometers from the town of Ladysmith. The school has resources like electricity, water and fencing. At the time of my study, the school was categorized as a Quintile five. Quintiles are categories or ratings that the National Department of Education uses to identify schools on a continuum of poorly resourced schools to well resourced schools with quintile five being the highest score, meaning a highly resourced school. There was a shortage of

classrooms as the school used four classrooms for Grade Four learners from a neighbouring school. During this study the school had an enrolment of 905 learners. There were 26 permanent educators including two Grade R educators, as well as one temporary educator. Of the 27 educators in the school, 22 were Post Level 1 educators and five were in the School Management Team. The staff consisted of 26 female educators and only one male educator who was also a post-level 1 educator. The School Management Team consisted of the principal, one deputy principal and three HODs who were formally appointed by the Department of Education. At the inception of the study I was the deputy principal at the school. The school had four HODs at the start of my research but the fourth one resigned during the study due to personal problems and relocated to another province. The temporary post level one educator was a substitute for that HOD. The HODs were divided according to phases; that is, two HODs in the foundation phase and one HOD in the intermediate phase. All educators were qualified except for the two Grade R educators who were unqualified. The school had one state paid administration clerk. It had a formally elected School Governing Body which decided to employ a librarian in its classroom size library. The majority of parents were unemployed and others were lower income earners. Learner enrolment was on the increase as the area was getting more government houses.

The culture of teaching and learning was very effective in the school. Classrooms were conducive to teaching and learning. Teaching aids were all over the walls. The school had responded to national and provincial changes by adopting the National Curriculum Statements. Teachers in the same grade and who were teaching the same learning areas collaborated a lot by means of grade meetings and learning area meetings. Financially, the school depended heavily on the school fee of R90 per annum per child, as it was a Section 20 school. A Section 20 school is a school where funds from the Department are not directly deposited into the school's bank account but the school has to do requisitions to the Department for whatever it needs. The department will then act on behalf of the school. The school has fundraising activities to support the school financially. Generally, the school is considered by the Department of Education as one of the more effective

schools in the area as it survived the violence which occurred in the area before 1994 and even after. The performance of learners is good.

3.4.2 *Sampling of participants*

I selected one school for the study. This school was selected because it was the school in which I worked as already mentioned. I was a deputy principal at the school at the inception of my study. Thus the school was selected for convenience in order for me to be able to do two terms of fieldwork. According to Cresswell (2002, p.482) fieldwork means that “the researcher gathers data in a setting where the participants are located”. However, two months into my study, I was promoted to work in the District Office as an office-based educator and had to leave the school. Thus as a researcher I became an ‘outsider’ rather than an ‘insider’, however the school was still close to where I worked. I was acutely aware throughout my study of issues of my positionality as a researcher and a deputy principal. I had to be careful of issues of subjectivity in relation to my research, particularly because of my position as deputy principal in the school and then as District Official at District Office level.

The primary research participants were three teacher leaders. However, the SMT and other Post Level 1 teachers were also involved to a degree in the study. My three teacher leaders in this semi-urban primary school were all African women. TL X was 37 years old, TL Y was 45 years old and TL Z was 50 years old. TL X had five years of service with the Department of Education, TL Y had 13 years and TL Z had 29 years. Two of my teacher leaders were teaching in the Foundation Phase and the other one in the Intermediate Phase. I will describe my three teacher leaders in greater detail in Chapter Four. I used purposive sampling when identifying my three teacher leaders who were Post Level 1 educators as I wanted to understand the meanings and experiences of Post Level 1 teachers regarding teacher leadership in the school. Burns (1998) cited in Cohen, Manion and Morrison (2007) argues that purposive sampling serves the real purpose of objectives of the researcher of discovering, gaining insight and understanding into a particular chosen phenomenon, in this case the enactment of teacher leadership in school.

I selected these three teacher leaders because they demonstrated leadership in the school. They were role models to most of the teachers in the school because they were effective leaders in most of the committees. Even the SMT had trust in these teacher leaders. I discussed my role as a researcher with the teachers and respected them as participants.

3.4.3 *Access issues*

I wrote a letter to the principal requesting permission for access to conduct this study in the school (see Appendix 1). In the letter the nature and purpose of the study was explained including the reason why I chose this school. I gave her my identity as well as my supervisor's contact details and those of the higher education institution at which I was registered as a student. Verbal as well as written permission from the principal was given. After that the principal conducted a staff meeting to explain my study to the teachers. They were all given letters explaining the nature and purpose of the study, and requesting their participation. In the letter there was a consent form which they were requested to sign to indicate agreement to partake in the study (see Appendix 2). I also gave my three selected teacher leaders a letter of consent in which the nature and purpose of the study was explained (see Appendix 3). As my research was part of a broader Education Leadership Management and Policy (ELMP) research project at University of KwaZulu-Natal (UKZN), our project leader applied for ethical clearance to conduct the study through UKZN and the permission was obtained (see Appendix 4). After approval to conduct our studies was given, I started with data collection.

3.4.4 *Ethical considerations*

I personally took a decision to conduct my research in an ethical manner. According to Mouton (2001, p.238) "the ethics of science concerns what is wrong and what is right in the conduct of research. I took Robson's (2002) advice that as a researcher I needed to be systematic and explicit about all aspects of the study.

Stake (2000, p.447) states that “qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict”. According to Mouton (2001) beneficence is a major ethical principle applicable to social research, a point I endorse. I consider research to be a public enterprise, and that it should be of social benefit, and so in this study I was conscious of this principle all the time. All interviews that I conducted with my three teacher leaders were tape-recorded with the permission from participants. Data were recorded as accurately as possible during interviews. Also during observations, I made every effort to record field notes on what I observed of the three teacher leaders. To ensure that my research accurately reflected the evidence, I treated all evidence gathered with care.

The participants were informed that participation was voluntary and I also explained that they were free to withdraw from the research at any time. Participants were assured that this research would not do any harm to them. Included in the letter that I gave them was the consent form where participants had to sign that they were willing to participate in the research. According to Cohen, Manion and Morrison (2007, p.52) “consent thus protects and respects the right of self-determination and places some of the responsibility on the participant should anything go wrong in the research”.

Furthermore, participants were assured that confidentiality of their information was guaranteed. In the letter participants were informed that their identities would be protected by using pseudonyms and that I was the only one who would have access to data collected. I therefore omitted the name of the school and referred to the participants as ‘School Management Team members’ and ‘Post Level 1 educators’, and I referred to the three teacher leaders as teacher leader X, teacher leader Y and teacher leader Z.

I tried to be very professional during the research process. I made a commitment to the search for participants’ ‘truth’, and not my own, so I made objectivity and integrity imperative to the study. To avoid fabricated or falsified data, I ensured that my tape-recorder captured the exact words of each respondent and transcription was accurately recorded straight after the interviews. I also understood and acknowledged that my views

could often be reflected in the interpretive research process and my personal subjectivity may have biased the research findings (Babbie, 1992). I tried my best to accurately represent subjects and the context, as a means of reducing bias in my findings. Also, triangulation of evidence was a means to reduce bias as well as to strengthen issues of validity. Lastly, I tried not to claim the work of others as my own by quoting authors that I have referred to.

3.5 Data Collection Plan

The data collection process took place over two semesters, from October 2008 to March 2009. The last semester of 2008 was chosen because it was the time for the examinations and planning for the following year, and I wanted to explore how teacher leaders demonstrated leadership during this time. I chose the first semester of 2009 because it was the time for registrations and the beginning of implementation of the year plan, and I wanted to explore how teacher leaders enacted leadership during the beginning of the year.

Data were collected using mixed mode research, that is, qualitatively and quantitatively. It involved a three-level research process and multiple forms of data collection were used. The first level of the research process was where I developed a contextual account of the school. The school was observed as a whole and this was done using a school observation schedule (Appendix 5). Also at this level was the quantitative data that I collected. All teachers in the school were requested to complete a closed survey questionnaire. Post-Level 1 educators completed a survey questionnaire (Appendix 6) which was slightly different to the School Management Team questionnaire (Appendix 7). I used a questionnaire as it “provides a valuable source of baseline data and allows qualitative as well as quantitative data to be collected from more respondents than could be interviewed” (Vulliamy, Lewin and Stephens, 1990, p.129).

The second level of the research process was qualitative in nature. A focus group interview (Appendix 8) which was semi-structured was done with the three teacher

leaders. I used a focus group interview as an introduction to my study to make teacher leaders feel at ease with the study, to get to know them, to be able to give them a chance to ask questions about the study and also to gain insight into the teachers' shared understanding of teacher leadership. In this phase there was also self-reflection by the three teacher leaders where they had to reflect on the enactment of teacher leadership in an ongoing journal entry process (Appendix 9). I used journal entries to allow teacher leaders to put their thoughts in a written form on the enactment of teacher leadership.

The third level of the research process was observation of teacher leadership enactment as an ongoing process among the three teacher leaders in different settings using what Grant (2008, p.93) calls Zones and Roles of teacher leadership (Appendix 10). I used observation as a technique as "it offers an investigator the opportunity to gather data from naturally occurring social situations" (Cohen, Manion and Morrison, 2007, p.398). I wanted to get a nuanced view of teacher leadership enactment from my three teacher leaders. Unfortunately, after my own two months of consistent observation, I had to leave the school due to promotion to the District Office as an office-based educator. As an alternative I was able to observe during early morning visits and in the afternoons. At the end of the process I used loosely structured individual interviews (Appendix 11) with individual teacher leaders to allow them to elaborate on what they had written in their journal entries. I used interviews as they "enable participants – be they interviewers or interviewees – to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view" (Cohen, Manion and Morrison, 2007, p.34). More is now said below about each of these methods of data collection.

3.5.1 Description of school

As indicated above, the first stage in the process of data collection was to collect descriptive data on the school in my study. This was an introductory step into data collection which constituted the first level of the research process. What I looked at was the background information on the school which was general in nature. I then looked at

staffing in the school as well as the curriculum of the school. I wanted to establish what teaching and learning was taking place at the school. I proceeded to observe how leadership and decision making took place in the school as well as its organizational life. Lastly, I looked at how the school related to the Education Department and other outside authorities. The aim of observing the school was to get sufficient information and understanding of the context in which my research took place. According to Terre Blanche and Kelly (1999, p.125) there is an idea in the social sciences that “the meaning of human creations, words, actions and experiences can only be ascertained in relation to contexts in which they occur”. Another view is that of Mishler (1986) cited in Terre Blanche and Kelly (1999, p.125) that “meaning is always contextually grounded – inherently and irremediably – and one only has to learn how to gain access to the context to grasp meaning”. By doing the school observation first, my aim was to place teacher leadership enactment into its proper context. In answering the research questions for my study, I took Terre Blanche and Kelly’s (1999, p.128) view that “one should not disturb the context unduly, but attempt to become a natural part of the context in which the phenomenon occurs”. You can only do that if you understand the context you are working in.

3.5.2 *Questionnaires*

I used a quantitative approach of collecting data in the first level of the research process by means of survey questionnaires. Wilson and McLean (1994) cited in Cohen, Manion and Morrison (2007, p.317) define a questionnaire as:

a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.

All educators were given survey questionnaires to answer; the Post Level 1 educators were given slightly different questionnaires to School Management Team members. The aim was to collect data from as many educators in the school as possible to answer my research questions. The questionnaire also aimed at finding out how teachers understand

or make meaning of the notion of teacher leadership. The instrument aimed to find out the culture of the school and whether teachers were nominated, delegated or volunteered into taking leadership roles. By giving Post Level 1 educators a questionnaire that was slightly different from School Management Team members, I tried to make questions relevant to respective groups and to find out whether there were similarities or contradictions in their understanding and perceptions on teacher leadership. According to Durrheim (1999, p.44) “the aim is to select a sample that will be representative of the population about which the researcher aims to draw conclusions”. I wanted to see whether the three teacher leaders were representative of all the teachers in the school. That is how I tried to include representativeness in my study.

Out of 26 questionnaires that were handed out to educators in the school, 21 post-level educator questionnaires were returned and four School Management Team questionnaires were completed and returned. Only one Post Level 1 educator did not return her questionnaire as she was hospitalized for a month during the research process and thereafter passed away.

My questionnaire included both closed and open-ended questions. To make participants more comfortable with the questionnaire, I started by asking biographical information and to School Management Team members I included a school information survey. In the section with closed questions, I used Likert scaling to provide participants with a range of responses from which the respondent could choose (Cohen, Manion and Morrison, 2007). Furthermore I used a few open-ended questions to enable participants to explain their understanding of the notion of teacher leadership and their views on what hinders or promotes teacher leadership in their school. However, using open-ended questions has its own limitations. For example, a respondent needs more time to think and respond to an open-ended question and may end up omitting that question. Another limitation is that analysis that is not statistical takes more time. I tried to use simple vocabulary and grammar for respondents to understand questions and to avoid any confusion.

3.5.3 *Journal entries*

The second level of the research process was qualitative in nature. The three teacher leaders responded to questions by writing journal entries. The reason for this was to allow them to self-reflect on their understanding of teacher leadership and find out how they exercised teacher leadership. This was done on an ongoing basis. There were seven journal entries per teacher leader, three during the last semester of 2008 and four during the first semester of 2009. As a start the teacher leaders were asked to write background information about the social context of the school. This information was also used during the focus group interview. They were then asked to write journal entries twice a month, at the beginning of the month and at the end of the month. In these entries they reflected on what leadership activities they were engaged in during these months which indicated that they were taking part in leadership roles.

The journal writing encouraged the three teacher leaders to reflect on their leadership experiences and to discover things they had done that they might not even have realized. As an interpretive researcher, journal entries helped me as my intention was to “view situations through the eyes of the participants, to catch their intentionality and their interpretations of frequently complex situations, their meaning systems and the dynamics of the interaction as it unfolds” (Cohen, Manion and Morrison, 2007, p.384). This method helped me to obtain rich descriptions in answering my research questions. In addition to this view van Manen (1997, p.73) suggests that keeping a journal can be “helpful for keeping records of insights gained, for descending patterns of the work in progress, for reflecting on previous reflections – and so forth”. The purpose of journal writing was self-discovery and self-reflection as teacher leaders were able to put their thoughts down on paper.

3.5.4 *Focus group interview*

After the first journal entries, I used another method of collecting data which was qualitative in nature. This method was also in the second level of the research process.

One focus group interview was conducted with the three teacher leaders who were also writing journal entries. As they were all Post Level 1 educators, this gave them an opportunity to express themselves freely as there were no members of the School Management Team present at the focus group interview. According to Cohen, Manion and Morrison (2007, p.349) “the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard”.

The purpose of this focus group interview was to make the participants feel at ease with research, to get a chance to know each other better and to lay a foundation in getting some depth about their feelings and experiences regarding taking on leadership roles as Post Level 1 educators. I also aimed at finding similarities and differences among the views of the three teacher leaders. Participants were informed that the interview would last for about 45 minutes, in order for them to make necessary preparations. I also discussed the venue with participants and they all agreed that I would conduct the interview in one of the classes of the three teacher leaders. They wanted the focus group interview to be conducted after school in one of their classrooms when everybody had left, including the School Management Team. To make my participants feel at ease, I ensured that they were in a relaxed surrounding and assured them that I was a researcher and a learner.

Before we proceeded with the interview I explained to them the ground rules that we were going to follow; that is, one person should talk at a time and they could ask if they needed clarity or wanted a question to be rephrased if they did not understand. I also explained that they were going to get enough time to respond to questions and were free to think before responding. Furthermore I told them that they should avoid private conversations and were allowed to disagree with the responses. I then assured participants of confidentiality and asked them to exercise confidentiality and anonymity.

The focus group interview schedule was semi-structured. There were four questions which required respondents to explain their understanding of leadership and teacher leadership. They were asked to explain what leadership roles they played, how they felt

when they engaged in those roles and to discuss what promoted teacher leadership in their school. The entire interview was audio-taped but I made sure that I had consent from the three teacher leaders beforehand. I recorded the interview in order to be able to keep a full record of the interview and to show participants that everything they said was taken seriously. I also listened attentively in order to extend the discussion and follow up on the responses. When one teacher leader started to dominate the group, I encouraged the others to add on to what was said to get them involved in the discussion as well.

The focus group interview has many advantages. I was able to collect a large amount of data from a wide range of responses from my teacher leaders, especially as these teachers had worked together for about five years. Thus a focus group interview saves time. Another advantage, according to Arksey and Knight (1999, p.76), is that:

having more than one interviewee present can provide two versions of events – a cross check – and one can compliment the other with additional points, leading to a more complete and reliable record.

Focus group interviews however, have their own limitations. During my focus group interview, one teacher leader dominated the other two teacher leaders who were not actively involved in the discussion. I tried to encourage them to respond too and their involvement did improve. Arksey and Knight (1999, p.76) state that “individuals may be reticent in front of others, particularly if they are colleagues or if the matter is sensitive”. Another limitation of a focus group interview is that the confidentiality of participants cannot be guaranteed. Furthermore, the small number of teacher leaders in this group made for an unrepresentative sample. However, since this was an interpretive study, generalisability of findings was not the concern. Lastly, transcribing the data collected from the focus group interview was very time-consuming but I transcribed it personally to ensure the accuracy of data collected.

3.5.5 *Teacher leadership observation*

The third level of the research process also used a qualitative approach where the three teacher leaders were observed in different settings. According to Terre Blanche and Kelly (1999, p.134) “observation, the second popular form of collecting data in interpretive research, takes place while things are actually happening, and thus gets you even closer to the action”. The aim of doing observation was to get an opportunity for live data from my three teacher leaders (Cohen, Manion and Morrison, 2007) as to how teachers exercised teacher leadership inside their classrooms and beyond, using Grant’s (2008, p.93) zones and roles of teacher leadership. Observations were aimed at getting rich in-depth data which would help me in answering my research questions and assist me in moving beyond the subjective perceptions of my participants. As Cohen, Manion and Morrison (2007, p.397) state, “the qualitative researcher aims to catch the dynamic nature of events, to see intentionality, to seek trends and patterns overtime”. In addition, Terre Blanche and Kelly (1999, p.134) argue that “interacting with people in a naturalistic way makes it possible to understand their world from the inside out”. They further argue that “observation is more than being a passive spectator – it entails actively seeking out answers to your questions” (p.137). I sometimes had to get involved in short, informal discussions with individual teacher leaders. Occasionally I had to rely on key informants, meaning colleagues of my three teachers, to find out what happened during the day when I was not there to see it myself. I acknowledge that being an outsider was one of the limitations in my study.

Although my teacher leadership observation was informal, I had to keep records in the form of field notes. Foster (1996, pp.45-46) defines field notes as something that:

provide a fairly detailed record of the researcher’s observations of behaviour and the physical and social context in which it occurs; and, as the concern is often to explore the perspectives and interpretations of social actors, they also often include records of the researcher’s conversations, discussions and interviews.

In my field notes I included contextual information like event, date and time. I recorded my observations in my field notes as soon as possible after each observation, to avoid forgetting details.

There are many advantages of field notes as a method of recording observations which I agree with. Foster (1996, p.47) mentions a few; one of these being “flexibility”, that researchers are not restricted to a predefined focus. He also contends that “field notes provide a much fuller, more rounded record of events” (p.47). Another advantage is that “making field notes is less obstructive and reactivity may therefore be less of a problem” (p.47).

3.5.6 *Individual interview*

Individual interviews were used as the last method of data collection in the third level of the research process. They were used summatively and thus were very important. These individual interviews were qualitative in nature and the questions were loosely structured. Interviews were conducted individually with the three teacher leaders towards the end of the first quarter of 2009. The main aim of the individual interviews was to give the three teacher leaders an opportunity to elaborate on what they had written in their self-reflection journal entries. Questions asked were based on their responses in their journal entries. However, I wanted to ascertain the personal attributes of these teacher leaders, the zones and roles that they were engaged in as leaders and the main barriers to teacher leadership that they experienced in school. Therefore, questions differed from one teacher leader to another. These interviews were conducted after school in one of the classes of the three teacher leaders after all staff members had left the school. Interviews took place on different dates for each teacher leader. These individual interviews lasted for approximately thirty minutes each.

As with all data collection methods, there are limitations again in using individual interviews. As Cohen, Manion and Morrison (2007, p.349) argue, individual interviews are “expensive in time, they are open to interview bias, they may be inconvenient for

respondents, issues of interviewee fatigue may hamper the interview, and anonymity may be difficult”. Another limitation is that the teacher leaders may have said things that they thought I wanted to hear. I acknowledge that I may have shown bias in my tone of voice and gestures, but I tried to be as professional as possible in all my interviews.

3.6 Data Analysis

Analysis of data was done quantitatively and qualitatively. As a quantitative measure I entered the questionnaire data into the Statistical Package for Social Sciences (SPSS) program to calculate counts of frequencies and percentages of key concepts of teacher leadership. According to Cohen, Manion and Morrison (2007, p.501), when using the SPSS program, “the primary aim is to explain the concepts that underpin statistical analyses and to do this in as user-friendly a way as possible”. The Post Level 1 educator statistics were then compared with those of the School Management Team.

While I was still in the process of collecting data I started with an informal analysis as Neuman (2000, p.405) states that “analysis is less a distinct final stage of research than a dimension of research that stretches across all stages”. I then proceeded with qualitative data analysis to provide detailed descriptions of teacher leadership in the school. According to Cohen, Manion and Morrison (2007, p.461):

qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of participants’ definitions of the situation, noting patterns, themes, categories and regularities.

By doing this I was trying “to make the strange familiar and the familiar strange” (Terre Blanche and Kelly, 1999, p.139).

As an interpretive researcher, I used thematic content analysis. Terre Blanche and Kelly (1999, p.140) state that “data analysis involves reading through your data repeatedly, and engaging in activities of breaking the data down (thematising and categorizing) and building it up again in novel ways (elaborating and interpreting)”. The data that I

collected I arranged into themes or categories using the zones and roles model of teacher leadership. This was then developed into indicators of teacher leadership within each of the six roles and used as an analytical framework for the study (Appendix 12). The process of coding was used simultaneously. According to Cohen, Manion and Morrison (2007, p.478) a code “is a word or abbreviation sufficiently close to that which it is describing for the researcher to see at a glance what it means”. I was breaking down the data into themes and categories, in order to interpret them and elaborate on them.

Engaging with the data was not a linear process. I had to constantly explore themes more closely. During data analysis I had to carry out an elaboration of the data. According to Terre Blanche and Kelly (1999, p.144) elaboration has a purpose which is “to capture the finer nuances of meaning not captured by your original, possibly quite crude, coding system”. As the last step, I put together my interpretation, where written accounts of teacher leadership enactment were discussed using thematic categories emerging from the data. I then compared the emerging theory with the existing theory of distributed leadership and literature on teacher leadership. Factors that promote or hinder teacher leadership were also discussed. I checked my interpretation by discussing this with other members in our group research.

3.7 My Positionality

As discussed in the context section of my study, at the inception of my study I was a Deputy Principal at this school and then after two months of data collection I was promoted to the District Office as an office-based educator. This created an issue around power as I was in a higher position of authority, therefore participants may have told me what they believed I wanted to hear and they might have perceived me as having more knowledge. As a District official, my participants acted differently towards me as I was now an outsider. They postponed interviews now and again and even said they preferred the focus group interview rather than individual interviews. It was obvious they were worried which might have resulted in them telling me what they thought I wanted to hear. I tried to overcome this by using strategies like interviewing them in a place where they

felt relaxed and I tried to make them feel as safe and comfortable as possible. I reminded them of the intention of the study and that they should see me as a researcher rather than a District Official. It was difficult for me logistically to do observation following my exit from the school. Observation consisted of early morning and after school visits. I also relied on key informants which according to Terre Blanche and Kelly (1999, pp.137-138) is “somebody you get on with, who is part of and knows the culture you are studying and who likes talking about it”. In my case key informants were colleagues of my three teacher leaders.

Having an assumption of the enactment of teacher leadership in this school may have caused me to be subjective and biased, so I was aware of bias and pre-conceived notions at all times during observation and data analysis. Furthermore, distributed leadership theory is generated in contexts other than South Africa. During analysis I may have forced a link between the emergent theory and existing literature when trying to compare them.

3.8 Trustworthiness and Validity

According to Basse (1999, p.75) there are factors that enhance trustworthiness of a study, such as:

prolonged engagement with data sources, persistent observation of emerging issues, adequate checking of raw data with their sources, sufficient triangulation of raw data, systematically testing the emerging story against the analytical statements, using a critical friend to challenge the findings, giving sufficient detail in the account of the research and providing an adequate audit trail.

I tried to make my study as valid as possible. The different research methods and instruments that I used described what I intended to measure, that is, in-depth and rich descriptions of how teacher leadership was enacted in school. I also used multiple sources, methods and techniques for validity purposes. I wanted to view the meanings and experiences of participants of teacher leadership from different angles i.e. I used the different methods to triangulate my findings. Stake (2000, p.443) defines triangulation as

a “process of using multiple perceptions to clarify meaning, verify the repeatability of an observation or interpretation”.

To ensure validity, I also tried to maintain the same participants from the start to the end of the research period. I tried to avoid subjective interpretation of data. I checked my interpretation with other members of the research group. To ensure trustworthiness I went back to participants with data transcriptions of all interviews for them to check the accuracy and trustworthiness of the raw data collected. As this was a case study, generalisability was not intended. In terms of power and positionality, I made my role clear to the participants that I was a researcher and a learner during this study and I tried to develop a conducive research environment.

3.9 Conclusion

This chapter has provided the reader with the research methodology and design of the study. I am confident that I gathered in-depth, rich data to answer my research questions. However, I acknowledge that I cannot make generalizations of my findings as I used only one case study. Furthermore I tried to recognize and reduce my own subjectivity and bias during data collection and data analysis. I further tried to address issues of power by acknowledging my own subject position in the research process. We now move to Chapter Four which discusses the findings of my study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The purpose of this chapter is to present and discuss the findings from my study. To do this, it firstly describes the three teacher leaders' personal details and attributes. Describing these details and attributes is relevant because some of these teachers' attributes determine the way they enact teacher leadership. Secondly, it looks at these teachers leading in the classroom. This section examines how teacher leadership is enacted inside the classroom. Thirdly, it looks at these teachers working with other teachers and learners outside the classroom in curricular and extra-curricular activities i.e. it examines how teacher leadership is enacted beyond the classroom – at the working relationship between teachers in issues pertaining to curriculum. Fourthly, it looks at teachers leading outside the classroom in terms of whole school development i.e. in issues pertaining to peer reviews of school practice and participation in school level decision making. Fifthly, it looks at teachers leading between and across schools in the community. The above sections facilitate a response to my research questions including factors enhancing the enactment of teacher leadership by putting teacher leadership enactment into different categories. The final section of this chapter covers the factors that hinder teacher leadership thereby, responding to my second research question. The reader will see that I have concentrated on the qualitative data for the reason that quantitative data was not much useful.

When reading direct quotes from the raw data, the following codes indicate the **source** of the data:

- School Observation (SO)
- Questionnaires (Q)
- Focus Group Interview (FGI)
- Participant Observation Field Notes (POFN)

- Journal Entry (JE)
- Individual Interview (II)

The following codes indicate the **participant** being quoted:

- SMT (School Management Team)
- T (Post Level 1 educators)
- TL (Teacher Leader - Post Level 1 educator) X, Y and Z

4.2. Description of My Three Teacher Leaders

Although I have already given some details about my participants (in Chapter Three), I would like to reiterate key features at this point so as to foreground their characteristics in the context of data analysis. Thus, the reader might remember that my three teacher leaders in the semi-urban primary school were all women with experience of teaching. They were all involved in most of the leadership roles in the school. In the staff meetings held at the school, they were all nominated to most of the committees. They were all effective leaders in those committees. Most teachers in the school trusted them in their leadership roles. They were role models to most of the teachers in the school. When there were leadership roles that the SMT wanted to delegate, they usually delegated those roles to them. Teacher Leader (TL) X taught in the intermediate phase with eight years teaching service while TL Y and TL Z both taught in the foundation phase. TL Y had 13 years of teaching service while TL Z had 29 years of teaching service. TL X taught Grade Four classes and specialized in the following subjects; Mathematics, IsiZulu, Economics and Management Sciences (EMS) and Social Sciences (SS). TL Y and TL Z did not specialize as they taught all foundation phase subjects, i.e.; Numeracy, Literacy and Life skills.

In responding to a question of which personal attributes they had that made them teacher leaders, TL X responded by saying; *“I am a good listener - if someone talks I listen and give advice if I can. I am a good communicator - I can communicate with others easily”* (JE, X, p.6). Extending this idea further, TL Y responded to the same question by

mentioning these personal attributes; “*good communicator, work together and effectively with others, motivator, self-confident, good listener and supportive*” (JE, Y, p.8). Lastly TL Z pointed to her personal attributes which promoted teacher leadership as “*work effectively with others, listening to others, communicate effectively with others, self-confident and patient*” (JE, Z, p.7).

Having described the three teacher leaders, I now move on to discuss their enactment of teacher leadership in response to research question one; how is teacher leadership enacted in a semi – urban primary school in KZN? I do this by presenting the data according to the four zones of teacher leadership in Grant’s model (2008b).

4.3 Teacher Leadership in Zone 1: The Classroom

Zone one is where we find teachers enacting teacher leadership within their classrooms. The focus is on classroom teaching and learning. In Grant’s (2006, p.519) study, one of the tutors described classroom leadership as “teachers who set goals, implement procedures, instruct, guide, facilitate, mobilize learners, motivate and inspire learners and model behaviour”. This is what happened in my study. There was evidence, in my study, of the role of continuing to teach and improve one’s own teaching in the classroom (Role one) where teachers placed much emphasis on creating an environment conducive to vibrant teaching and learning.

4.3.1 A *classroom environment conducive to effective teaching and learning*

The data revealed that all three teacher leaders were committed to classroom teaching and learning. Looking at the teaching and learning environment, all teacher leaders ensured that they created a warm and friendly atmosphere for the teaching and learning of their learners. They planned and prepared lessons to ensure that learners received the education that they deserved. It emerged from my observation of the school that “*active teaching and learning took place at all times in the school and that classrooms were conducive to teaching and learning. There was also evidence of assessment and feedback*

based on assessment. Teachers and learners had portfolios of evidence. Homework was given daily and always marked” (SO, School, p.13). To support this school observation, TL X described a situation in which she worked as a teacher leader like this: “I assessed learners’ projects, assignments. I supervised them when they write tests. I marked the assessment and tests; I drew schedules and wrote reports” (JE, X, p.5). Again she added to her description of leading in her classroom by writing: “the situation in my classroom is conducive because my learners are doing their homework/ class work in a proper way” (JE, X, p.10).

TL Y responded to the same question where she described her leadership in the following way; *“I manage learning in my classroom e.g. doing planning, assessing learners for their progress” (JE, Y, p.5). She also mentioned that the knowledge and skills that made her a teacher leader were “writing reading, presentation, curriculum and assessment methods” (JE, Y, p.9). Knowledge and skills are important in developing teacher leaders as they are needed in order to create a suitable environment for teaching and learning. Relevant knowledge and skills help teacher leaders to be able to demonstrate adequate knowledge of subjects and to create meaningful experiences for learners. Therefore, I concur with Coleman (2003) that school development relies on the professional experiences of teachers. I also agree with Pounder (2006) that teacher leaders exercise leadership regardless of position or designation in order to achieve shared vision of improving learning.*

During my study, I visited the classrooms of all three teacher leaders while they were teaching. I discovered similar findings. My observation of these teacher leaders showed that:

They were good managers of their classrooms. Their classrooms were suitable for teaching and learners. Learners’ seating arrangement were in groups facing each other. At the back of the classrooms, there were learners’ exercise books and their portfolios of assessment as they kept them at school. Teachers’ files were in order and records of assessment were available. Proof that learners were given home work daily was available and exercise books were marked regularly.

The way they presented their lessons showed careful preparation and learners were disciplined (POFN, Z, p.18).

This was evidence of the enactment of teacher leadership inside the classroom and that these teacher leaders were experts in terms of effective teaching and learning. My findings confirm the view of Ash and Persall (2001) that teacher leaders are in the first place expert teachers. Similarly Burns (1996, p.1) states that “the potential for leadership is present in the flow of activities in which a set of organization members find themselves enmeshed”. Looking at the staff as a whole in relation to the school culture, 90% of teachers were of the opinion that they were reflective practitioners (Q, T). This means most teachers in this school were of the opinion that they specialized in classroom teaching and learning.

The data also revealed that all three teacher leaders made use of resources in an effective manner. To all of them, their goal was to teach in order that learners could achieve the expected outcomes. During the planning and preparation phases of the teaching and learning process, teacher leaders made use of teaching aids to help them elaborate on what they were teaching. What emerged from the data was that in all classrooms of these teacher leaders, “*charts for teaching aids were displayed all over the walls. Timetables and duty lists for learners were also displayed over the walls*” (POFN, X, p.23). When entering these classrooms you did not need to ask whether teaching or learning was taking place, you could see it for yourself. All desks were labeled with the names of learners and projects done by learners were displayed in the corners of the classrooms. Textbooks were all covered with plastic and kept neatly. It became apparent that learners were taught to share textbooks where there were not enough. Where resources were scarce, TLs devised their own teaching aids to show that they also improvised for resources to enrich their lessons. Describing a situation where she worked as a teacher leader around curriculum issues, TL Z wrote: “*I devised aids we might be using with our own hands to improve their learning and reading*” (JE, Z, p.11). This was supported by my observation of TL Z that “*this teaching aid that TL Z designed to improve learners’ reading skills was even adopted by all her grade mates*” (POFN, Z, p.20). These teaching aids were not only used by the individual teacher leaders but were shared amongst other

teachers in a spirit of collaboration. Thus it can be seen that the skills that these teacher leaders possessed were the ones that led directly to the improvement of learners' performance. This is in line with the view of Harris and Lambert (2003, p.44) that "teacher leaders are, in the first place, expert teachers, who spend most the majority of their time in the classroom but take on leadership roles at times when development and innovation is needed".

4.3 2. *Pedagogy of care*

Within their classroom walls, a pedagogy of care was evident amongst these teacher leaders. TL Y, responding to why she was very comfortable in exercising teacher leadership in her class, said "*I take my class like my home. When I'm in class, I do things my own way as if I'm home. I take my learners as they are my children, keeping them happy*" (II, Y, p.64). If you take a learner as your child, you do your best. I also noticed during my observations that "*TLs Y and Z stayed with learners who were slow-learners after school to do remedial work with them*" (POFN, Y, p.27). They wanted to make sure that these slow learners did not move with the movers. All learners were given time to learn at their own pace. This was an example of the expertise which these teacher leaders possessed and, as Coleman (2005) explains; they possessed qualities and competencies that made them great leaders.

It also emerged that all three teacher leaders believed that all learners were capable of learning in one way or another. Meaningful relationships had developed between these three teacher leaders and their learners. TL Z mentioned that one of the skills that made her a teacher leader was "*writing a report on a learner with barriers on what I observed and how I assisted*" (JE, Z, p.8). According to my observation:

All teacher leaders identified learners with barriers to learning in their classes after they tried to help them. They submitted names of those learners with indication of their problems to the Institutional Level based Support Team (ILST) for the team to design programmes to help these learners before they referred them to outside support like Service Delivery Support Services section (SDSS) in the Department of Education District Office (POFN, Z, p.21).

The aspect of care was further evidenced in the relationships the teachers developed with learners. Responding to a situation where she worked as a teacher leader in the last quarter of 2008, TL Z wrote: *“By this time being a teacher I should have known my learners even in my deep sleep when you ask about each of them”* (JE, Z, p.6). What I like most about this comment is that TL Z knew her learners in her deep sleep. That meant she really cared about her learners as she specialized in expert practices of her classroom. To support her statement I observed *“other teachers talking about TL Z that at the beginning of the year, parents with Grade One learners wanted their children to be in her class, because they considered her good in teaching”* (POFN, Z, p.20). Therefore I agree with Rogus (1988, p.47) that teacher leaders are “able to demonstrate on a daily basis the competencies associated with effective classroom instruction”.

Pedagogy of care was further demonstrated where teacher leaders showed awareness of learners’ needs. TL Y explained her role as a teacher leader in her classroom during the interview. She said: *“I identify learners who are in need like those who do not have lunchbox everyday, who need uniform and those usually absent from school in my class. Sometimes I identify learners who are sick”* (II, Y, p.65). This revealed that the teacher leaders did not just teach only; they changed their classrooms into classrooms of learning, care and support. They looked at learners’ social problems too and attempted to find solutions which was evidence of pastoral care. This revealed that learners could have barriers to learning because of the social problems that they experienced.

The data also revealed that teacher leaders were especially aware of individual learner needs in the zone of the classroom. An initiative that TL Z undertook to help learners with barriers to learning was that of identifying two sets of learners in Grade One; those who underwent a Grade R programme prior to Grade One and those who did not. Based on this knowledge she grouped them into two groups. Her reason for doing this was that *“learners who did pre programme are faster and understand better than those who didn’t”* (JE, Z, p.11). This showed how she catered for the needs of individual learners and allowed learners to work at a suitable pace. While these teacher leaders led within

their classrooms, they also extended their leadership beyond their classrooms, as the following section indicates.

4.4 Teacher Leaders Working With Other Teachers and Learners outside the Classroom in Curricular and Extra Curricular Activities (Zone 2)

In this section I present the findings of the enactment of teacher leadership beyond the classroom into the zone where teachers work together during curricular and extra curricular activities. Katzenmeyer and Moller (2001, p.17) define teacher leaders as “teachers who ... lead within and *beyond the classroom* (my emphasis), identify with and contribute to a community of teacher learners and leaders and influence others towards improved educational practice”. The focus in this second zone is on working with their colleagues to improve teaching and learning. There was evidence of the role of providing curriculum development knowledge (role two) and that of leading in-service education and assisting other teachers in the case study school (role three) as the data below will show.

4.4.1 Collaboration and Collegiality

The data revealed that all three teacher leaders led beyond the classroom by taking initiative in developing other teachers in curriculum issues. TL X was a subject head for Mathematics in Grade Four and she wrote that “*there is a good working relationship on my grade. There is team teaching where we support each other in terms of the curriculum*” (JE, X, p.10). This showed that there was team work and working relations were good. Team teaching was also promoted. This was supported by evidence from my observation where “*TL X was setting assessment tasks for Grade Four Mathematics end of year assessment as a subject head. She involved subject teachers in doing this before she submitted the task to the Head of Department (HOD) for moderation*” (POFN, X, p.24). This was an indication of consultation and togetherness on the part of the Mathematics teachers.

The aspect of collaborative curriculum development was further evidenced by the teacher leaders in choosing textbooks and instructional materials in their grades. TL X described a situation where she worked as a teacher leader beyond the confines of the classroom like this: *“I choose textbooks and instructional materials for my grade”* (JE, X, p.3). This was supported by further evidence where TL X was *“involved in screening Mathematics textbooks in order to do requisitions for textbooks”* (POFN, X, p.23). In attempting to understand the culture of the school in relation to teacher leadership, my survey data indicated that 85% of the teachers chose textbooks and instructional materials for their grade or learning area (Q, T). All these activities required collaboration which was evident amongst these mathematics teachers in this school. This means that there was a *“culture that supports collaboration, partnership, team teaching and collective decision-making”* (Grant, 2006, p.524).

Similarly TL Y, the Grade two teacher, worked collaboratively with other teachers. She *“designed continuous assessment tasks for all Grade Two learners in all classes. She did this in consultation with all grade mates”* (POFN, Y, p.28). Another initiative that she took was to *“call all Grade one teachers to her class one by one and asked them to identify learners who were in their classes previously who were now in her Grade Two class. She asked them about their performances, problems etc. so that she will receive them effectively and continue where their level of learning were”* (POFN, Y, p.28). This revealed TL Y’s competence in teaching and learning and also her ability to work jointly with other teachers in improving the performance of learners. She indeed had the interests of her learners at heart.

Collaborative curriculum development was also central to the work of TL Z. For example, TL Z did a *“demonstration lesson to allow grade mates to check whether the teaching aid she designed work”* (JE, Z, p.11). This led to her *“grade mates adopting this teaching aid which they were sure it would indeed improve learners’ reading skills”* (POFN, Z, p.20). It was also revealed in the data that, just like the other two teacher leaders, TL Z also set up continuous assessment tasks for Grade One learners which were used by her grade mates. The data revealed that *“all grades were meeting every Monday*

afternoon to discuss curriculum issues, problems and concerns and try to come up with solutions. Again towards the end of the last quarter, all grades were meeting afternoon to do planning for the following year” (SO, School, p.13). All these grade meetings for curriculum development were chaired by these teacher leaders as they were grade heads which is not a formal management position. Looking at the entire staff, 86% of the teachers said that these three teachers provided curriculum knowledge (role two) to their colleagues; (Q, T). This showed commitment of the teachers in working towards development of the curriculum for learners.

The data revealed a picture of a collegial culture existing among teachers in my case study school. Teacher leaders worked together on curricular and extra curricular activities with other teachers and learners outside the classroom. It is my belief that the collegiality and team work that existed among these teachers promoted teacher leadership.

This collegiality was evidenced in the following quotations. TL X explained how *“there is a good working relationship in my grade. There is team teaching where we support each other in terms of the curriculum* (JE, X, p.10). She also explained that she *“set assessment tasks for Mathematics for her grade mates as a subject head in consultation with subject teachers and led them in planning for the following year as it was the last quarter of the year”* (POFN, X, p.24). When asked to describe the culture of the school, TL Y wrote that *“each grade work as team to do planning, assessment, helping slow learners and all teachers opinions are accepted while doing this”* (JE, Y, p.4). Adding to this description of the culture of school, TL Y explained that *“teacher work effectively with others and there is always a positive climate e.g. team spirit”* (JE, Y, p.9). To support what TL Y wrote in her journal entry, my observations revealed that *“TL Y was seen sharing with other teachers in her grade how to help learners experiencing barriers to learning”* (POFN, Y, p.27). She also *“planned continuous assessment activities for all Grade Two learners in consultation with other teachers in her grade”* (POFN, Y, p.29). This indicated that team work was promoted amongst teachers in the school.

It emerged from the data that there were collegial ways of working among teachers which indeed promoted teacher leadership. When responding to why she thought particular attributes were important in developing teacher leaders, TLZ responded by saying “*when you work teamly with others you get to gain much information and knowledge, what you know becomes extended*” (JE, Z, p.7). To confirm what TL Z wrote in her journal entry about collegiality, I observed that “*As a grade head they had a plan to meet every Monday afternoon with grade mates after learners have left to discuss problems, concerns and try to find solutions. She always encourages team teaching.* (POFN, Z, p.18).

This support for each other was not restricted to the formal curriculum. For example, this collegiality was evident in sports; “*TL Z organized sports day successfully together with the committee*” (POFN, X, p.24). TL X explained further on collegiality that “*in extra curricular activities- every teacher has his/her sport code but as a teacher we support each other to everyone’s code*” (JE, X, p.10). These quotations showed that team work and consultation promoted teacher leadership. This means among the teachers in this research school there were collaborative relationships which led to a sense of togetherness. This constituted a response to my second research question which is what factors enhance the enactment of teacher leadership.

When teachers work together and support each other, I argue that it stands to reason that teacher leadership is enhanced. According to Ash and Persall (2000), teachers should work collaboratively to improve teaching capabilities, design learning activities and engage in school-based action research. I agree with Gunter (2005) that collaboration and collegiality are at the core of distributed leadership where collaboration is functional and organizational, with individuals working together to do a task, whereas collegiality is social and socializing through a politics of practice. Literature points to the benefits teacher leadership have for school development as a whole, and for individual teachers. Harris (2004) points to the collegial school culture as one of the key factors in school improvement. Lieberman, Saxl and Miles (1988) concur with Harris (2004) that empowering teachers to take on leadership roles motivates them and builds their self-

esteem; therefore, work performance is improved. Thus, team work, collaboration and collegiality should be developed in schools through distributed leadership to enable teachers who are in informal positions to enact teacher leadership effectively. I now move on to the next section which deals with teacher leaders leading in the whole school development.

4.4.2 In- service education and continuous professional development

Not only do the three teacher leaders develop curriculum collaboratively, they also constantly develop themselves professionally. It emerged from the data that they were also involved in a range of workshops; both internal to the school and external. These workshops helped teachers to keep up to date with the new developments in teaching practices within their learning areas. At the same time, workshops helped them in the development of teaching and learning skills in order to achieve their goal which was to teach learners to perform in order to achieve outcomes. For example, the data revealed that *“all three teacher leaders attended curriculum workshops organized by Department of Education for their grades and they gave feedback to their colleagues”* (POFN, X, p.26). This indicated that there was team work as they all shared information that they gained from the workshops in order for them to help each other in the implementation of the curriculum. Furthermore *“TL Y conducted a mini workshop to teach her grade mates how to teach reading properly”* (POFN, Y, p.29). This was an internal workshop for Grade Two teachers only. TL Y offered this mini workshop after she was asked by her colleagues to help them as she was considered an expert in teaching reading lessons. TL Z also conducted a mini workshop for her Grade One educators on assessment after she restudied the National Curriculum Statement (NCS) policy documents on assessment. She was motivated to do this because *“I wasn’t sure of the methods we use and the main activities to assess”* (JE, Z, p.6). This was supported by further data which revealed that this *“mini workshop helped other teachers to redo their planning”* (POFN, Z, p.19). Collaboration and team work were always evident in the good working relationships amongst teachers. This trend of in service education was a norm in the school. For example, the school survey indicated that 62% of post-level 1 teachers gave in-service

training to colleagues (Q, T), which endorses Harris's (2003) view that teachers' continuing professional development is very important to respond to the new challenges facing teachers in the education system.

However, these teacher leaders did not only attend curriculum or learning area workshops, they were also involved in workshops which were broader in scope. For example, TL X mentioned that she wanted to develop knowledge of policies. When asked why, she responded by saying that "*as a teacher leader you should know the policies and follow them*" (II, X, p.67). Again she stressed that "*there was a need to attend leadership workshops in order to gain knowledge and be empowered on how to go about leading people*" (II, X, p.66). TL Y concurred with TL X saying the reasons given for workshop attendance and participation included the fact that "*workshops grow us so that we will gain self-confidence, even internal workshop not just only from Department of Education*" (II, Y p.63). When talking to TL Z to arrange a date for my individual interview with her, she told me that "*it should not be the last week of the first term because she will be writing her distance learning exams*" (POFN, Z, p.21). This indicated that the teacher leader was upgrading herself by way of self-development through a formal course. In the next section, these teacher leaders showed that they do not focus only on formal curriculum but also on extra/ co-curricular activities

4.4.3. *Extra / co-curricular coordination*

There was evidence of teacher leadership in action, not only in the formal curriculum, within zone two of the model, but in the co-curricular programme as well. All three of the teacher leaders were fully involved in the co-curricular activities. There was evidence in the data to show that teacher leaders were involved in coordination of extra/ co curricular activities. Extra/ co curricular activities are activities like sports, cultural and other youth development activities. These activities catered for all kinds of learners, even those who were considered slow-learners. TL X mentioned that in extra curricular activities "*every teacher has his/her sport code but as teachers we support each other to everyone's code*" (JE, X, p.10). TL X was a member of the "*sports committee and involved in athletics,*

netball and volleyball” (FGI, X, p.1). “*TL Z was also a sports organizer*” (JE, Z, p.4) and she “*organized sports day together with the sports committee which included TL X*” (POFN, Z, p.19). This was just an internal sports day and no other schools were involved. However all teachers were involved as both learners and teachers were divided into four houses. TL Z confirmed that as a teacher leader “*If I’m given something to do, I work hard on it until development is recognized*” (II, Z, p.69).

However, not all co-curricular activities were sports related. For example, TL Y was a “*convener of cultural activities*” (JE, TL Y, p.14). This demonstrates too that the school was trying to maintain its cultural heritage by involving learners in cultural activities which I believe is a good thing. TL Y had knowledge of these activities and explained how the new initiative she took as a teacher leader evolved. She wrote: “*In 2005 I initiated first cubs which fall under scouting youth development*” (JE, Y, p.6). This was a youth development movement which was driven by the Department of Education. This initiative pointed to the evidence of extra/ co-curricular coordination of teacher leaders in this school. Coleman (2005) calls for leaders who encourage innovation and creativity. This could not have happened if these teachers were not allowed to take the initiative in extra/co curricular activities. This is supported by Harris (2004) who contends that distributed leadership is a strategy which encourages and support initiatives and developments led by teachers. This was evidence of dispersed distributed leadership (Gunter, 2005) in zone two within the school.

It is my view that the involvement of these three teacher leaders in different school committees empowered and benefited them individually and at the same time benefited the whole school. Wasley (1991) as well as Katzenmeyer and Moller (2001) support teachers who take on leadership roles by emphasizing that it empowers teachers and hence increases their self-esteem and work satisfaction. This requires that “teachers need to shift from a follower role to one of operating as teacher leader, whether they are informal leaders or in a formal leadership role” (Grant, 2006, p.513). This means teacher leadership was promoted in the research school in my study by involving teachers in

different committees. In the next section teacher leaders demonstrated the mentoring role to other teachers in the school.

4.4.4 *The Mentoring role of teacher leaders*

The data in this study pointed to the mentoring role of my teacher leaders and captured stories of their mentoring of beginner teachers and other more experienced teachers within zone two. Mentoring, I argue, is an example of teacher leadership when teacher leaders give advice and assistance to individual teachers and is linked to the role of teacher leaders leading in-service education and assisting other teachers (role three). This form of mentoring helps beginner teachers especially to be able to find a place between what is new and what they already know. Gehrke (1991) states that teacher leaders should mentor beginner teachers, which means that they act as coaches. The reason for teachers being able to do mentoring easily is that “teachers are closer to one another and in an excellent position to carry out most of the coaching functions” (Joyce and Showers, 1982, p.7).

The mentoring role of teacher leaders in this study was described in different ways. For example, TL X described a situation in which she worked as a mentor during the first term in the following way: “*the whole structure of the curriculum has changed. The structuring of learning programme, work schedule and lesson plan. As a subject head I was able to coach my grade mates to a new structure*” (JE, X, p.8). This indicated that she was mentoring experienced teachers in order that they could adapt to curriculum issues that had changed. This mentoring role also included the induction of novice teachers into the workings of the school. For example, TL Y was delegated by the SMT to “*induct newly appointed educators in her grade. This was done because they knew she was competent when it came to classroom teaching*” (POFN, Y, p.28). TL Z also worked as a mentor to beginner teachers. When describing a situation where she worked as a teacher leader in the school, she responded in the following way: “*in IQMS I have to organize the forms, facilitate newly appointed educators*” (JE, Z, p.4). She also

mentioned that age and experience had an impact on exercising the mentoring role of teacher leadership.

I think age can have impact because the young staff is still growing and they need much development. They are young in the field, they still need much development. The other group is old and we are waiting at the gate, we are going out. If these young staff are not developed or trained, if this other group of old people goes out, what will happen? That means the institution can die if we leave the young staff not taught to go on with duties (II, Z, p.69).

The above extract points to the responsibility TL Z felt, as a senior member in the school, to the long term vision and sustainability of the school. For her, mentoring was needed in order for young teachers to grow and take on the new leadership roles. This indeed does promote teacher leadership. According to Howey (1988), mentoring is one of the critical aspects of teacher leadership. Pounder (2006) too, highlights mentorship as an important aspect of teacher leadership. If teachers have a keen interest in mentoring and inducting other teachers into the teaching profession, it is my belief that, as they work, teacher leadership is more likely to emerge in teachers taking on the mentoring.

However, there was a sense that the SMT should take some responsibility for mentoring of colleagues too. For example, TL Y responded to a question asking if there was anything that the SMT could do to promote teacher leadership as follows: “*The SMT work in the office all the time, they must come out to teachers to teach them skills and help teachers*” (II, Y, p.63). This shows that TL Y believes the SMT is not doing enough to develop the teachers. In the next section I explore the enactment of teacher leadership in areas related to whole school environment.

4.5 Teacher Leadership outside the Classroom: Whole School Development (Zone 3)

In this section I present examples of my three teacher leaders leading beyond their classrooms into the area of whole school development (Zone three). In zone three teacher leaders organized and led peer reviews of school practice (role five) and participated in school level decision-making (role six). However, in my study, teacher leadership in this

zone (zone three) was not practiced to the same degree as in zones one and two. The evidence from the three teacher leaders in my study focused on the role of organizing and leading peer reviews of school practice (role five) although this was restricted. Role six which is where teachers participate in school level decision-making was not evidenced in my study. In the section, teacher leaders led in formal school committees.

4.5.1 *Leadership of formal school committees*

The teacher leaders in my study enacted leadership in formal school committees. For example, TL Z was a “*chairperson of School Development Team (SDT) and facilitated IQMS in the school*” (JE, Z, p.4). In this role, TL Z “*worked with the team to develop the School Improvement Plan (SIP) with the input of all teachers. SDT made a plan of programmes to be done for the development of staff as a whole*” (POFN, Z, p.18). Furthermore, TL Z was a chairperson of the Institutional based Level Support team (ILST) who, together with her team, “*designed programmes to help learners identified by teachers in their classes as having barriers to learning. When their programme fails they referred those learners to District office for high level of support*” (POFN, Z, p.21). Thus, the data revealed how TL Z worked beyond classroom in the area of whole school development. This is in keeping with Day and Harris’s (2002) position that teacher leadership focuses on participative leadership which deals with whole school improvement efforts where teachers work together in achieving this goal. In this way professional learning communities of teachers, led by teacher leaders, are promoted. Furthermore TL Y was a “*chairperson of Readathon committee where they promote reading to learners*” (JE, Y, p.14). Teacher leaders worked collaboratively with other teachers in these roles. This directs us to a view of “the abandonment of fixed leaders-follower dualism in favor of the possibility of multiple, emergent, task-focused roles” (Gronn, 2000, p.324).

Further examples of teacher leadership of formal school committees included the fundraising committee, and the admissions committee (POFN, X, p.24), to name but a few. These committees included many activities which required additional responsibility

from teacher leaders. It emerged from the data that TL X was once delegated leadership by the SMT to *“take on admissions for Grade Four newcomers for the following year”* (POFN, X, p.24). She was not originally an admissions committee member but had to stand in for her colleague who was on leave for the whole week. She was invited onto this committee because of her leadership abilities. TL X was involved in the *“fundraising committee and as a committee they organized a fundraising day. She showed leadership potential as they managed to gain much profit that day”* (POFN, X, p.24). She also *“organized a farewell outing for Grade Four learners together with grade mates”* (POFN, X, p.24). Furthermore, *“she volunteered to give a speech on behalf of colleagues at a memorial service which was held at the school for the only male teacher that was there who passed away”*. (POFN, X, p.26). From the above examples, it is evident that leadership in zone three was demonstrated by these teacher leaders.

The benefits of teachers leading in zone three were on both a professional and a personal level. For example, TL Z explained that *“our school has improved some of us, I now can stand in front of a very big group and talk to a very big group because of the leading roles I have done in the school, I’m no longer nervous as I was”* (FGI, Z, p.5). The above response indicates that development and empowerment promoted teacher leadership. This is supported by Katzenmeyer and Moller (2001) and Harris and Muijs (2005) who emphasize that teachers need to be empowered with leadership roles which will then increase their self-confidence and job satisfaction. So, in my opinion, it is the duty of the SMT to create a common culture where leadership is equated with maximizing the human capacity within the school through empowerment and distributed leadership (Harris, 2004). I now move on to the section which deals with teacher leaders leading across neighbouring schools into the community.

4.6 Teacher Leadership between Neighbouring Schools in the Community (Zone 4)

Teachers need not only work and lead within a school, they can also work collaboratively with all stakeholders in the community (such as parents, other teachers in neighbouring schools, community leaders etc.) who have a vested interest in the performance of

learners. Teachers need to create links with other teachers outside of their school in order to be developed and empowered in the interest of school improvement. Sergiovanni (2001) emphasizes the role of the effective school district in supporting school leadership processes. All of this happens in zone four. In zone four it is where teacher leaders provided curriculum development knowledge across schools into the community (role two) and led in-service education and assisted other teachers across schools into the community (role three). There was evidence in my study of my three teacher leaders providing curriculum development knowledge (role two) across schools into the community.

4.6.1 *Curriculum development across schools*

The teacher leaders in my study worked with teachers in other schools in the community where they networked so as to improve their own, and other's, classroom practices (role two). It emerged from the data that TL X "*attended cluster meetings where they dealt with curriculum issues*" (JE, X, p.10). TL Z described a situation where she worked as a teacher leader to network across schools. She wrote, "*When we had cluster meeting, I share well with other teachers*" (JE, Z, p.16). She also had "*teacher visitors who came for assistance at the beginning of the year*" (JE, Z, p.16). This was a proof that there was a close relationship with individual teachers across schools through which mutual learning took place. Even though these teacher leaders were not cluster leaders, they attended cluster meetings and created links with teachers from other schools. This is supported by Wasley (1994) who suggests that a critical dimension of teacher leadership is 'teaming' across schools.

In the analysis of data, it emerged that my three participants held the strong view that the development of teachers across schools did promote teacher leadership. In responding to the question of what the teacher leader would be able to achieve when envisaging teacher leadership in a perfect school, TL X responded by saying: "*I can be a teacher who help the school community, organize activities in consultation with others, work effectively with others, and network with other schools*" (FGI, X, p.6). In responding to the same

question, TL Y said: *“In a perfect school, teachers develop network of contacts outside the school, to give receiver useful information and are responsible for ensuring that staff are fully conversant with local and national developments”* (FGI, Y, p.6). This indicated that the teacher leaders believed that in order for the school to perform better in teaching and learning, networking with other schools could be of assistance.

In addition to this analysis, it became apparent in my observation that *“all teacher leaders attended curriculum workshops organized by the Department of Education which showed that even the Department does develop teachers and the teacher leaders came back with feedback to their grade mates in order to empower them so as to apply knowledge gained together”* (POFN, Z, p.20). This, I argue, means that attending professional development workshops provides an opportunity for teacher leadership to be enacted as teachers who attend these workshops can teach others. My data indicated that empowering teachers in leadership roles is vital as it improves their self-esteem and it goes without saying that work performance also improves. In the next section, teacher leaders showed how they involved parents in curriculum issues.

4.6.2 Parental involvement in curriculum issues

The data further revealed that all three teacher leaders developed good relationships with parents of learners in their classes. I read some of the communication books of learners of these teacher leaders where they communicated with parents in writing. Teacher leaders described parent communication in relation to academic issues. It emerged that *“teacher leaders involved parents in their children’s learning and parents were responding to what they were asked to do. For example if they need to help their children with certain homework or when a parent is reporting learner absenteeism”* (POFN, Z, p.18). A variety of reasons were given why teachers communicated with parents. Examples included the following: *“if she has concerns about the learner, she communicates with parents in an effective manner”* (POFN, X, p.23). At the end of the year TL X explained how she communicated with parents of learners who were not ready to progress to the next grade. She wrote *“I explained to them that they had to fill EC110 form from the*

Department of Education which proves that they agreed to allow their children to repeat a grade” (JE, Y, p.7). This indicated that teacher leaders liaised with parents on curriculum issues (role two) and it is my belief that teacher leadership was promoted in this way.

These teacher leaders were concerned about the welfare of the learners, both personally and academically. TL Y described one such personal context:

Sometimes I identify learners who are sick but their parents do not know that they are sick. I contact their parents like learners who urinate one time after another, parents are not aware of these cases. I communicate with parents concerning learners and I do visit their homes too (II, Y, p.65).

This showed that TL Y took the concerns of her learners to heart, treated learners like hers as I mentioned in a previous section. As a consequence, parents were happy about this initiative and so were the learners. The above evidence showed that parental involvement reflects a potential element of teacher leadership. Purkey and Smith (1983) describe teacher leaders as interacting, not only with students alone but also with peers, administrators and parents. To support this Ash and Persall (2000) state that the new teacher roles include ‘parental involvement’. Facilitating the development of teacher leadership through encouraging parental engagement is endorsed by SASA (1996).

So far it is clear from the data that teacher leadership was prevalent in the study and enacted across all four zones to varying degrees. In the next section, I locate my discussion on teacher leadership within a distributed leadership framework (Gunter, 2005).

4.7 Locating Teacher Leadership within a Distributed Leadership Framework

As discussed earlier in this chapter, teacher leadership was evidenced the most in zones one and two and, in these zones; its emergent character came to the fore. These examples of teacher leadership in zone one and two constituted a dispersed form of distributed leadership (Gunter, 2005). To remind the reader, dispersed distributed leadership is a

bottom-up process, where much of what is happening excludes hierarchy, leadership tasks being shared (Gunter, 2005). This practice of dispersed distributed leadership promoted teacher leadership as it invited leadership where teachers were given space to develop their work using their knowledge, skills and personal attributes (Gunter, 2005).

Data confirmed findings of dispersed democratic leadership when there was a staff meeting which was held at the beginning of the first quarter to nominate teachers into different committees. All three teacher leaders were “*elected into different committees by staff members considering their skills and capabilities*” (POFN, Z, p.20). By allowing colleagues to elect other colleagues to committees, meant that powers were shifted away from formal leaders to teachers who felt a sense of ownership. Thus, this indicated that teacher leadership was promoted amongst teachers.

When asked how they felt to take the initiative, all teacher leaders mentioned that being recognized as a teacher leader made them “*feel great and that boosted their self-confidence*” (JE, TL Z, p.12). Grant (2008b, p.89) says that teacher leadership “involves teachers working for change in a school by changing classroom practice itself, by working together with other teachers on curriculum issues, by working at a whole school level to bring about change or by networking across schools”. To support this Bennett, Harvey, Wise and Woods (2003, p.3) point out that “distributed leadership is not something done by an individual to others; rather it is an emergent property of a group or network of individuals in which group members pool their expertise”.

In contrast, in zone three, examples of authorized distributed leadership dominated my study. Examples of teacher leadership in zone three constituted an authorized form of distributed leadership (Gunter, 2005). To remind the reader, authorized distributed leadership is where tasks are distributed in a top-down manner in the hierarchy where the principal has authority considering his position. It emerged from the data in my study that some of the duties done by teachers were delegated to them. As an alternative, I agree with Harris and Muijs (2005) that the SMT needs to distribute leadership whereby they

redistribute powers by giving teachers who do not occupy formal leadership positions responsibility for major and important tasks.

In my research school duties were delegated to teachers rather than distributed. TL X was delegated by the SMT to *“take on admissions for Grade Four learners for the coming year. The SMT did this because her colleague was on leave for a week”* (POFN, X, p.24). So it was just imposed onto the teacher that she would take on admissions for a week. She was not asked whether she wished to do so or not. This made teachers view these leadership roles as an added responsibility because duties were imposed on them by the SMT (Gunter, 2005). Again TL X reflected on a negative memory she had. She wrote: *“I was selected by principal to do cancer research for cancer month to present to whole school. The way I was selected, I was not allowed to make an input. I felt bad because I didn’t even get the information that I wanted”* (JE, X, p.4). When trying to elaborate on this initiative, she said: *“I don’t say it must always be a voluntary process, but the way I was selected, it was not right, correct procedures must be followed. I didn’t like the way I was selected, it shows that something was behind which I don’t know”* (II, X, p.67). That was purely delegation and it showed that this teacher leader was not involved in the decision-making process and this resulted in her demotivation and discouragement. That is why I agree with Wasley’s (1991) point that it is important to involve teachers in the process of deciding what leadership roles, if any, they wish to take on.

To support the above findings, TL Z mentioned that the culture of this case study school is that, in the zone of the school, *“duties are delegated”* (JE, Z, p.4). She elaborated on that by saying: *“I say so because there are teachers who do not have portfolios at all and yet others just like me, I’m involved in many activities compared to others. Others I don’t volunteer myself, others I do, others are just delegated, I’m given duties”* (II, Z, p.72). This demonstrated that when the SMT delegated duties to teachers, certain teachers ended up being overloaded while others did nothing. This means that some teachers will never be developed as teacher leaders if the SMT feels like they are not capable of doing some tasks. At the same time other teachers will feel as if they are overloaded with tasks.

Furthermore, TL Y mentioned an initiative she volunteered to take on but, because the culture of the school was that duties are delegated, she was out of the committee within two weeks. She said, “*I volunteered in fundraising committee one day and was in that committee for two weeks. One day the principal said you must move out of that committee. I was very sad, because I know what fundraising was. I was discouraged to do anything*” (FGI, Y, p.4). This provided further evidence to reveal that the principal preferred delegation rather than voluntarism in the zone of the school (zone three). Looking at the culture of the entire school, almost all teachers were involved in different committees, but most of them were either nominated by colleagues or delegated by the SMT. Very few roles were taken on by teachers voluntarily (Q, T). I agree with Lambert (1995, p.33) that “leadership like energy, is not finite, not restricted by formal authority and power; it permeates a healthy school culture and is undertaken by whoever sees a need or an opportunity”. This means the SMT should allow teachers to take the lead in committees voluntarily.

In conclusion, only one example of democratic distributed leadership across the entire study was revealed. To remind the reader, democratic distributed leadership is similar to dispersed distributed leadership but it goes beyond the school as an organization to the school as a public institution within a democracy (Gunter, 2005). Democratic distributed leadership focuses on fairness in terms of social justice because it challenges the status quo. It emerged from my data that democratic distributed leadership promoted teacher leadership when TL Z challenged the status quo. The following excerpt offers an example of teacher leadership within a democratic distributed leadership framing:

A boy came with his father in the morning that was damn furious because his child had been beaten by another boy previously. An HOD could have handled that on her own. She forwarded the matter to principal and all SMT was called in. Boy two who beat boy one was severely punished to satisfy boy one and his dad. I myself started afresh investigating the matter. This I did because when looking at boy two I could see he did not hit this boy one. I went to my HOD asking her to talk to these boys of which I was not at all satisfied that boy two did this. And of course he did not. Boy one lied to his father. This incident happened at home between him and his sister. I asked my SMT to phone his father. He responded quickly. He then heard a far opposite story to that he was told before. I asked him

to do something with his children because they both lied and betrayed boy two (JE, Z, p.5).

This excerpt demonstrates the teacher leadership of TL Z and her courage to challenge a decision made by the SMT. Because she was not satisfied with the original SMT's decision, she took the initiative and challenged the SMT's decision to punish the boy and fortunately the truth came out that the SMT had punished the wrong boy because the other one had lied. If teachers challenge social inequities and inequalities and engage critically with organizational values and goals, teacher leadership will be promoted (Woods, 2004). Even in the interview, TL Z explained why she interfered with the SMT's decision by saying "*I knew the boy from the previous classes; he was one of the learners in my class. I saw the way he was crying, it was bitterly*" (II, Z, p.71). Further data confirmed the findings. It was found that the SMT reversed their decision and TL Z was "*praised for having guts to do the right thing*" (POFN, Z, p.17). TL Z wrote that she "*felt happy by her leadership initiative being taken positively by SMT*" (JE, Z, p.5). It is my belief that, in this example, teacher leadership was promoted through social justice. There were no examples of teacher leadership within a democratic distributed framing from the other two teacher leaders. In the next section, I discussed the factors which hindered teacher leadership in the school.

4.8 Factors Hindering Teacher Leadership

However, despite the existence of teacher leadership in this study, from the data it was revealed that there were barriers to teacher leadership experienced by my participants. In this next section, in response to my second research question, I discuss three of the main barriers to the enactment of teacher leadership that emerged in my study.

4.8.1 Principal and SMT as barriers to teacher leadership enactment

The data revealed that the principal's leadership style was authoritarian and that caused barriers to teacher leadership. When explaining about the culture of the school, TL X wrote, "*Culture of teaching and learning is promoted but there are obstacles. Number*

one is the principal; she likes things to be done the way she thinks. She is autocratic; her manner of approach is unprofessional. She takes decisions on her own. She comes with her problems to school” (JE, X, p.3). TL Z concurred with TL X when describing the culture of the school. She wrote, *“We do not have an access to lead the way you feel. SMT has to take much part in any organized issue by other teacher, lack of trust in any ordinary teacher (post level one)”* (JE, Z, p.4). This showed that the SMT and particularly the principal wanted to retain power. They did not involve teachers in decision-making in zone three of the school and did not allow teachers’ input into matters concerning them. This indicated that there was a lack of trust in some instances, from the SMT, when it came to post level one teachers taking on leadership roles (Lieberman, Saxl and Miles, 2000; Grant, 2006). According to Barth (1988) principals should trust teachers in their leadership roles and that when something goes wrong; it is not good for the principal to blame a teacher and regret giving the authority to the teacher.

In addition to the SMT taking decisions by themselves, TL Z said: *“I don’t know whether we teachers not in the SMT are sensitive or what but there is that our SMT takes decisions. Even if you are a leader in that activity, not everything that you decided with the group is taken, SMT makes the final decision”* (FGI, Z, p.6). TL Y supported this saying, *“SMT restrict teacher leaders from taking decisions and don’t give them chance and challenge to go on with the task on her own way”* (FGI, Y, p.7). This proved that SMT did things in their own way. Again there was evidence that the SMT interfered with the decisions made by Post Level one teachers in the tasks delegated to them. Even though SMT members should make some decisions on their own, they should engage teachers first in order to hear their views and opinions about things concerning the whole school development. Further research is needed to determine what decisions should be taken by SMT members and what decisions can be taken by teachers.

Further data confirmed the findings in the previous paragraph. There was an incident that happened in the school which needed all teachers to be involved in decision-making. For example, *“the principal and staff were supposed to discuss if they carry on with the prayers but she just told us that prayers were suspended until further notice. Other*

peoples' suggestions were not considered by her, she is always right" (II, X, p.68). This revealed that there was lack of consultation of the staff on the part of the principal in certain situations in the zone of the school. The principal carried on using her discretion even if the issue affected all teachers in a school. Teachers' suggestions were sometimes not considered at this level and this led to teachers not having a sense of ownership in the decision. Another example of how the principal interfered with teachers' decisions was when TL X was involved in screening Mathematics textbooks in order to do requisitions. Here "*the principal interfered with her decision by telling her to order textbook title that they were currently using, saying she will add books previously ordered and not order new title books*" (POFN, X, p.23). This showed there was no need to screen books but it was done for the sake of reporting that books were screened before requisitions done but the decision was already taken.

A further example of the autocratic distributed leadership style of the principal is contained in the following quote:

TL Z attended a departmental workshop with the principal as a chairperson of ILST. When giving feedback, the principal would interrupt her by adding to what she was saying. While telling staff that they had to decide whether those orphans and vulnerable children will receive food parcels or uniforms or both, the principal just decided herself and told them that it will be food parcels only (POFN, Z, p.17).

This quote confirms Little's (2000) point that top-down management structures in schools are a major barrier to the development of teacher leadership. TL Z suggested how teacher leadership can be promoted by saying "*If that teacher recognized with his/her skills and knowledge be given a chance to work to his/her ability with proper guidance not restrictions*" (JE, Z, p.13). According to McGregor (1960), if the principal trusts the abilities of teachers, her role shifts from prescribing substance to facilitating methods in which substance can be discovered. I argue that the SMT should develop greater trust in the abilities of teachers and involve teachers in decision making in order to create in them a sense of ownership.

4.8.2 *Teachers as barriers to teacher leadership enactment*

It emerged from the data that even though the SMT was a barrier to teacher leadership in my research school, teachers themselves also posed barriers. TL Y explained why she was demotivated to continue with the initiative she took of leading scouts activities in her school. She said: *“Teachers didn’t attend, they don’t want scouts. They are having attitudes because of peer pressure. They are too quick to criticize if you come out with new project, others become jealousy”* (II, Y, p.64). However, she continued and explained why she was comfortable with exercising leadership inside the classroom. She said: *“It’s difficult with other teachers as some undermine you, some say how can she tell us as she is like this- Post Level 1 like us”* (II, Y, p.63). These are examples of what Troen and Boles (1994) call the egalitarian norm of teachers. All these responses indicated that teachers themselves were not supportive of other teachers in my study school, especially when it came to something they did not have an interest in. They also undermined other teachers just because they were on the same post-level. This means that some teachers took instructions only from the SMT because they held higher positions than them. They considered leadership as positional and seemed happy to work within a hierarchical school organization. This was really demotivating for teacher leaders who had a passion for taking on leadership roles.

To support this argument, TL Z explained that *“I’m a teacher leader in IQMS. I’m a chairperson in that team. I can say it is hard to work with teachers in an activity that they don’t enjoy. I have to follow them each time they have to submit something, I have to beg and beg”* (FGI, Z, p.2). These indeed discouraged teachers and they felt as if they were failures. Grant (2006) indicates the values and attitudes a teacher leader needs to effect change. She includes *“the courage to lead and take risks; the perseverance to continue with the change process, regardless of setbacks or resistance from colleagues; as well as the enthusiasm to lead and to encourage enthusiasm in those with whom one is working”*

(p.524). Clearly, in my study, the teacher leaders required courage and perseverance to work as leaders, despite opposition from other teachers and the SMT.

4.8.3 *Time as a barrier to teacher leadership enactment*

Teachers need time to engage themselves in leadership activities. The teacher leaders in my study felt that they did not get enough time for taking on leadership roles outside the classroom. Data revealed that teacher leaders did want to take leadership roles but, due to a lack of time, they did not see tasks through and became discouraged. TL Z explained that, as a chairperson of SDT, *“we don’t have time to make discussions, to do this we have to be in class, yet we have to do visits in other classes. We are given few minutes to do evaluations of each teacher, we don’t have enough time. That makes it very hard to work”* (FGI, Z, p.3). TL Y supported this view - that time was a constraint to teacher leadership. She gave an example that *“I’m a cub trainer in scouting. I don’t have time with the cubs to teach them all things to be done. If we get time, we get it late, children rushing transport”* (FGI, Y, p.4). Katzenmeyer and Moller (2001, p. 111) emphasize that *“without common planning time or sufficient time within school days, they may meet on weekends or evenings on their own time to do the necessary preparation and coordination of efforts”*. Further data confirmed that *“the SMT is very sensitive about time. Whenever you want to do something they don’t give us enough time in order to do that activity if it’s not in the classroom. They don’t enjoy much activities outside classroom and yet they are very important to learners”* (FGI, Z, p.5). This indicated that the SMT did not balance the distribution of leadership with the availability of time; they concentrated much on seeing that time was given to classroom teaching and learning. This situation demotivated teachers from taking leadership roles outside classrooms.

Furthermore TL X went on to explain that some activities needed their personal time as they also had other things to do. When responding to why she was not happy to be delegated to do cancer research for school awareness purpose, she refrained: *“How can I get the information on a pay day because I have got many things to do on that day. Most of the time, research programme take up time not just seconds”* (II, X, p. 67). It stands to

reason that teachers do not want to take on leadership roles if they interfere too much with their personal lives. This hindered teacher leadership in my research school.

4.9 Conclusion

In this chapter, data were presented in order to describe and explain teacher leadership enactment in a semi-urban primary school. This chapter further attempted to explore factors promoting and those that hindered the development of teacher leadership. This study found that there was evidence of multiple teacher leadership enactment which Spillane (2006) calls the “leader-plus perspective”. This study also found that leadership was distributed differently across the different zones in the school. It would seem that teachers were taking on a number of leadership roles in zone one and two and leadership was emergent. Again this study indicated that in zone three teacher involvement in decision-making was almost non-existent. In most cases the SMT delegated leadership instead of distributing it. There were a number of barriers to teacher leadership enactment as well as some advantages. I believe the research questions have been answered. We now move to Chapter Five which outlines the conclusions of the study.

CHAPTER FIVE

CONCLUSION

5.1 Introduction

This study aimed to describe how teacher leadership was enacted by three Post Level 1educators in a semi-urban primary school in KwaZulu-Natal and to investigate the factors that enhanced and hindered this enactment. The study aimed to answer these two research questions in order to understand the enactment of teacher leadership by three teacher leaders in one school selected for the study. In order to answer my research questions, I embarked on a case study of a school where the focus was on three teacher leaders who were Post Level 1educators and I investigated how they enacted leadership in the school. I used a framework of distributed leadership theory. I looked at leadership across the four zones of teacher leadership.

The purpose of this chapter is to summarize the findings of the study as they related to my research questions. It also outlines the reflections on methodology and on learning for the practice of school leadership. A few recommendations are sketched and the chapter culminates in suggested areas for further research.

5.2 Summary of Findings

My findings illustrated that teacher leadership was enacted in this primary school across all four zones. However, most examples of teacher leadership were in zones one and two. Teachers were comfortable to lead inside their classrooms (zone one). They created a teaching and learning environment which was conducive to learning. They also designed learning activities and improvised on resources and made appropriate use of available resources. They developed good, caring relationships with their learners and treated them as if they were their own children. Their caring did not end there; they demonstrated a parental pastoral role by helping learners with barriers to learning, whether mental or

social. These teachers are what Coleman (2005, p.16) describes as “leaders who take into consideration the needs of others rather than their personal needs”. Teaching and learning by these three teacher leaders was based on awareness of learners’ needs (role one).

My findings further indicated that teacher leaders worked jointly with other teachers on curriculum development issues (role two). They empowered each other in dealing with curriculum issues. They worked collaboratively with colleagues, and team work was promoted. They consulted each other when planning and shared information pertaining to the curriculum. They led in committees as grade heads and subject heads (role three). These examples are evidence of teacher leadership enactment in zone two in the school as an emergent property (Bennett *et al*, 2003). My findings confirm the findings of Grant and Singh who conclude that in zones one and two, “teacher leaders (leaders) had relative freedom to interact with other teachers (followers) in the practice of leadership in relation to curriculum and matters of teaching and learning (the situation)” (2009, p.298). Therefore teacher leadership enactment in these zones can be described as dispersed distributed leadership (Gunter, 2005).

In contrast, my findings confirmed that teacher leadership was mostly controlled and delegated to teachers by the SMT when it came to zone three where teachers exercised leadership outside the classroom in the area of whole school development. The SMT interfered with activities that teachers were involved in and attempted to make teachers do things their own way. This caused a barrier to teacher leadership as teachers were not involved in decision-making. The SMT lacked trust in teachers and, as a result, they overloaded some teachers with leadership roles while others did nothing. This is not in line with the South African Personnel Administrative Measures (PAM) (1999, p.C64) which spells out that the principal should “ensure that workloads are equitably distributed among staff”. This is in line with the thinking of Grant (2006) who states that the SMT should distribute leadership equitably to all teachers. I argue that principals must encourage teachers to critically reflect on their work and to find opportunities for their voices to be heard (Fullan, 1994) in order to develop and empower teachers. The SMT should not impose teacher leadership onto teachers but rather allow teacher leadership to

emerge within a dispersed distributed leadership practice. However, in the context of my study, my findings concurred with those of Grant and Singh who conclude that in the third zone, “the interaction between the leaders (the SMT), the followers (the teachers) and the situations (school based decision-making and whole school development issues) were hierarchically managed through superior-subordinate relationships” (Grant and Singh, 2009, p.299). This meant teacher leadership enactment in zone three could be characterized as authorized distributed leadership (Gunter, 2005).

Within zone four, where teachers interact with parents and colleagues from other schools, my findings indicated that parents were involved in the learning of their children. Good relationships between teachers and parents existed. Teachers also attended cluster meetings to deal with curriculum issues with teachers from neighbouring schools.

However, while there were a good many examples of the enactment of teacher leadership in my study like collaboration and a culture of collegiality which were evident amongst teachers. My findings also demonstrated that there were some barriers to the promotion of teacher leadership. The SMT used a top down approach in zone three: teachers had to interact with the SMT which wanted things done their own way and the SMT made final decisions. Most of the time teachers were not allowed to volunteer for leadership roles. Instead duties were delegated by the SMT or teacher leaders were nominated by colleagues. Teachers themselves caused barriers to teacher leadership by not supporting other teachers and also undermining teachers who were in their same post-level. Time constraints also emerged as a further barrier to teacher leadership. My study revealed that teachers did not want to do things which interfered with their own personal time. Therefore, I agree with Harris (2004) that it is important for teachers to be allocated time to work together and create activities that will develop the school. The SMT should give teacher leaders time to enact their leadership roles. In order for teacher leadership to be enacted, leadership should be distributed among all teachers in a school. In the next section, I discussed reflections on the methodology that I used.

5.3 Reflections on the Methodology

To reiterate, this study was a qualitative case study of a school. Using case study methodology enabled me to do an inquiry about the enactment of teacher leadership in a school focusing on three teacher leaders. This helped me to dig deeper and get an in depth, rich response into how teachers enacted leadership in the school. This methodology was appropriate for this study as the study was qualitative in nature. The process and product of inquiry (Stake, 2000), which was the enactment of teacher leadership by Post Level 1 educators, was explored. However, using three teacher leaders as participants was a limitation to the study as it was a small sample size. As a result the findings of this study cannot be generalized to other schools. The study attempted to link participants' perceptions of teacher leadership enactment with their actual practice by means of sustained participant observation. This was an attempt at triangulation with regard to the promotion and barriers to teacher leadership with the actual practice. However, there was a limitation to the study as observation was structured around zones and roles of teacher leadership (Grant, 2008b). When bringing an analysis tool to the data, rather than allowing the data to speak from a grounded theory perspective, there is always the chance that as a researcher, I could have missed out on some of the teacher leadership enactment.

A further limitation was doing the study in my own school. Although I acknowledge that I could have been subjective as I was familiar with what was happening in the school in which I was teaching, it could also happen that I just ignored some of the enactment of teacher leadership. For example when analyzing data, I realized that there were responses for which I should have asked reasons or followed-up with further probing questions during the interview process but I did not because I was familiar with some of the incidents and had my own personal perspective on them. Also because I was a novice researcher, I only realized the importance of follow-up and probing during the interview process while I was analyzing the data. That made me lose some nuance into how teacher leaders enacted teacher leadership in the school during my analysis. Furthermore, my position as a deputy principal and as a District official may have caused my

participants to perceive me as having more knowledge than them. Therefore they may have told me what they believed I was looking for rather than what was really happening. Fortunately I also had my own observations, both as insider and outsider, to rely on. Time was also an issue for my research participants as participating in my study was time consuming for them. During the last quarter of 2008 my three teacher leaders were busy with planning, examinations, marking, reporting and so on, but at the same time they had to reflect on their teacher leadership enactment in their journal entries. I was fortunate that they were willing and not resistant to doing the extra work.

The use of multiple methods of data collection was appropriate and enabled me to get a rich description of the enactment of teacher leadership. Data gathered by one method concurred with data gathered using another method. Therefore this triangulation of data strengthened reliability and validity of my findings. In addition I was able to move beyond perceptions of three teacher leaders and to gather live data of teacher leadership enactment (Cohen, Manion and Morrison, 2007). However, if I had to do the study again I would include a journal entry process of the SMT so as to gather in-depth data on their perceptions of their role in the distribution of leadership to teachers. I would use two cases, that is, two schools so as to compare distribution of leadership in both schools. However, although I would use two schools I would still use the same methods and track three teacher leaders in each school.

As mentioned in Chapter One, this was a group research project. Reflecting on the strengths of being a part of the group research project, I think the group project worked effectively because it enabled me to complete my study with greater ease. Without the group project I could not have done this study and without the other group members' assistance and support this study would not have been possible. It made things easier for me because we designed the study together, including the aims, research questions, design and tools. We were also able to use a variety of methods to make our study reliable and valid as it was not strenuous to design them together. The way the group structured our dates for meetings and submissions worked for me because it enabled me to manage my time to meet the target dates. We met now and again to discuss problems

and concerns with the help of our supervisor. We always came up with approaches to deal with problems we experienced. Motivation was on the top of the list when we met. Once all students have graduated, we hope to come together and compare findings and write papers on the comparative case studies and common themes. To me working in a group means team work, collaboration, assistance, support and encouragement. This was a rewarding experience that I will never forget. In the next section, I discuss my recommendations in addressing barriers to teacher leadership found in my study.

5.4 Reflections on Learning for the Practice of School Leadership

Recommendations in this section are concerned primarily with addressing issues that focus on minimizing those conditions deemed to pose barriers to teacher leadership in my study, discussed in Chapter Four. These recommendations include that SMTs must promote teacher leadership, teachers themselves must also promote teacher leadership and lastly time must be provided for teacher leadership enactment.

5.4.1 SMTs must promote teacher leadership

My findings indicated that SMTs posed barriers to teacher leadership enactment. Thus my first recommendation is that SMTs should be invited to attend capacity building workshops on transformation and change. By so doing they will be exposed to policy documents like the Norms and Standards for Educators (2000) where roles of educators are discussed in order for SMTs to encourage educators to implement those roles, especially the role of being a “leader, administrator and manager” to promote teacher leadership (p.A44). SMTs should provide opportunities for teachers to engage themselves in leadership through distributed leadership. This means SMTs should also involve Post Level 1 educators in certain leadership practices at the level of whole school development, zone three of the model (Grant, 2008b), especially in decision-making that affects the whole school. This will develop teachers’ confidence and they will have a sense of ownership. Teachers will be empowered to take on leadership roles if given a chance. Therefore I agree with Muijs and Harris (2002, p.444) that “there must be diverse

opportunities for continuous professional development which should not only focus on teachers' skills and knowledge but also on aspects specific to their leadership roles". Therefore I recommend that SMTs create a culture of trust within their school where they support teachers in taking on leadership roles. This can be done in staff meetings and during year planning. Furthermore I contend that the Department of Education should liaise with Higher Education Institutions into including a module of teacher leadership development in the new ACE (Advanced Certificate in Education) qualification on school leadership and makes it compulsory for all SMTs to enroll with this module.

5.4.2 Teachers themselves must promote teacher leadership

My findings indicated that teachers themselves posed barriers to teacher leadership. I work from the premise that teachers should be intrinsically motivated to take on leadership beyond their classrooms. Teachers should rather volunteer into leading different school committees than waiting to be delegated responsibility by the SMT. They should learn to respect each other. I therefore recommend that teacher leadership should be made explicit to teachers in schools. The Department of Education should provide on-going in-service training to teachers to be clear on the extent to which the Norms and Standards for Educators (2000) policy document requires them to take on leadership roles within and beyond their classrooms. This will enable teachers to see the importance of enacting teacher leadership in their schools. This will lead to the spirit of togetherness, collaboration and collegiality among teachers.

5.4.3 Time to be provided for teacher leadership enactment

My findings indicated that time constraints posed barriers to teacher leadership enactment. Teachers in the study were not given time to engage themselves in leadership roles. Teachers were supposed to be in the classrooms most of the time. I therefore recommend that a school should have a year plan where all teachers are involved in drawing it up. This will ensure that time is created on the school timetable for teachers to engage in their leadership activities. As a matter of fact, SMTs in my study were worried

that learners would be alone in classrooms while teachers engaged in leadership activities. So I recommend that the schools use post-matric learners who have not been able to further their studies due to financial problems to monitor classrooms while teachers take on leadership activities, because these learners are always available and many would love to stand in for teachers. This will help to address the problem of SMTs complaining about time wasted out of classrooms by teachers taking on leadership roles. In the next section, suggestions for further research are outlined.

5.5 Recommendations for Further Research

The research findings highlighted the enactment of teacher leadership by post-level 1 teachers in a school. However, more research on the notion of teacher leadership is needed to be done in South Africa. The following are suggestions for further research:

- More research needs to be done on finding out what type of leadership enactment is exercised by teachers in schools and how this happens, by using a qualitative study on a large scale.
- It would be interesting to investigate how office-based educators help School Management Teams to distribute leadership to Post Level 1 educators in schools without fear of losing powers, and to what extent they think leadership should be distributed.
- It would be interesting to examine educational policies around the roles of teachers on teacher leadership and to find out if schools implement those policies, and if not, what hinders schools from implementing these policies.

5.6 Conclusion

This chapter provided the summary of findings on the enactment of teacher leadership by three teacher leaders in a semi-urban primary school in KwaZulu-Natal. As outlined teacher leadership was emergent in zones one, two and four but not in zone three where teacher leadership was restricted in the interaction between teacher leaders and SMT in the whole school development. Furthermore, teacher leadership as a concept was not explicit to teachers, especially Post Level 1 educators and there were barriers to teacher leadership enactment in my findings. However I was successful in contributing to closing the gap in teacher leadership research in South Africa.

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APPENDICES

APPENDIX 1



Faculty of Education

University of KwaZulu-Natal
Private Bag X01
Scottsville
3209

The Principal

.....
.....
.....

Dear

I am currently a first year Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a group research study on teachers’ perceptions and experiences regarding teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard I have chosen your school because I believe that your teachers have the potential and can provide valuable insight in extending the boundaries of our knowledge on this concept.

Please note that this is not an evaluation of performance or competence of your teachers and by no means is it a commission of inquiry! The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal.

I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. However, participants will be asked to complete a consent form. In the interests of the participants, feedback will be given to them during and at the end of the study.

My supervisor is Ms C. Grant who can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development). My contact number is 0827464657.

You may contact my supervisor or myself should you have any queries or questions you would like answered.

Yours faithfully

M.B.S. Molefe (Miss)



Faculty of Education

Declaration

I (full names of participant) hereby confirm that I understand the contents of this document and the nature of this research study. I am willing for my school to be a research school in this study.

Signature of Principal

Date

.....

.....



UNIVERSITY OF
KWAZULU-NATAL

Faculty of Education

University of KwaZulu-Natal
Private Bag X01
Scottsville
3209

The Educator

Dear

I am currently a first year Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a group research study on teachers' perceptions and experiences regarding teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard I have chosen you as a suitable candidate as I believe that you have a potential and can provide valuable insight in extending the boundaries of our knowledge on this concept.

Please note that this is not an evaluation of performance or competence of your teachers and by no means is it a commission of inquiry! Your identity in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I acknowledge your autonomy as an educator. You will be free to withdraw from the research at any time without negative or undesirable consequences to yourself. However, you will be asked to complete a consent form. In your interest, feedback will be given to you during and at the end of the study.

As project leader, I can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development) or on my cell, 0844003347. Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

M.B.S. Molefe (Miss)

.....DETACH AND RETURN.....

Declaration

I (full names of participant) hereby confirm that I understand the contents of this document and the nature of this research study. I am willing to participate in this research study.

I understand that I reserve the right to withdraw from this study at any time.

Signature of participant

Date

.....

.....



University of KwaZulu-Natal
Private Bag X01
Scottsville
3209

Letter of Invitation

Dear

I am sending this invitation to you as a teacher who might be interested in participating in a research project about teacher leadership in schools.

My name is M.B.S. Molefe and I am currently a first year Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently leading a group research study on teachers' perceptions and experiences regarding teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard I have chosen you as a suitable candidate as I believe that you have a potential and can provide valuable insight in extending the boundaries of our knowledge on this concept.

The study will be asking questions about the role of teachers within the concept of teacher leadership and will explore the depth to which teacher leadership is enacted in schools.

I am seeking three teachers from your school who:

- Are interested in making a contribution to this research.
- See themselves as teacher leaders.
- Are interested in developing teacher leadership opportunities in schools.

If you would like to participate in the research study, please contact me through one of the following numbers.

Cell number : 0827464657
Home : 036-6362322
Work : 036-6372834
Email : khumbum@mweb.co.za

Thank you

Yours truly

M.B.S. Molefe (Miss).



Faculty of Education

Declaration

I (full names of participant) hereby confirm that I understand the contents of this document and the nature of this research study. I am willing to participate in this research study.

I understand that I reserve the right to withdraw from this study at any time.

Signature of Teacher Leader

Date

.....

.....

APPENDIX4



RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL : ximbap@ukzn.ac.za

28 NOVEMBER 2008

MS. C GRANT (24502)
EDUCATION & DEVELOPMENT

Dear Ms. Grant

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0755/08

I wish to confirm that ethical clearance has been approved for the following project:

"Teacher leadership in action: Collective case studies"

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years

Yours faithfully


.....
MS. PHUMELELE XIMBA

APPENDIX 5

TEACHER LEADERSHIP IN ACTION 2008 - 2009 SCHOOL OBSERVATION SCHEDULE

1. Background information on the school

- Name of the school
- Number of learners
- Number of teachers
- Number on SMT
- School Quintile
- Subjects offered
- What is the medium of instruction
- Pass rate 2005_____ 2006_____ 2007_____ 2008_____
- Classrooms: Block___ Bricks___ Prefab___ Mud___ Other _____
- Does the school have the following:

○ List	○ Yes (describe)	○ No
○ Library	○	○
○ Laboratory	○	○
○ Sports facilities/sports kit	○	○
○ Soccer field	○	○
○ netball field	○	○
○ tennis court	○	○
○ cricket field	○	○

- School fence
- School fees per annum
- Does your school fund raise
- List your fundraising activities
- School attendance : Poor___ Regular___ Satisfactory___ Good___ Fair___ Excellent___
- What is the average drop-out rate per year:
- Possible reasons for the drop out:
- Does the school have an admission policy:
- Is the vision and mission of the school displayed
- What is the furthest distance that learners travel to and from school
- Have there been any evident changes in your community after 1994.

2. Staffing

- Staff room- notices (budget), seating arrangements
- Classroom sizes
- Pupil-teacher ratio
- Offices- who occupies etc
- Staff turnover- numbers on a given day
- School timetable visibility
- Assemblies- teachers' roles
- Unionism-break-time, meetings
- Gender-roles played, numbers in staff
- Age differences between staff members
- Years of service of principal at the school
- Professional ethos- punctuality, discipline, attendance, general behaviour.

3. Curriculum: What teaching and learning is taking place at the school?

- Are the learners supervised?
- Is active teaching and learning taking place?
- Are the learners loitering? Reasons?
- What is the general practice of teaching – teacher or learner centred?
- What subjects are taught?
- Is there a timetable?
- Do learners or teachers rotate for lessons?
- Has the school responded to national/provincial changes?
- Is the classroom conducive to teaching and learning?
- Is there evidence of cultural and sporting activities?
- How are these organized and controlled?
- Is there evidence of assessment and feedback based on assessment?
- Evidence of teacher collaboration in the same learning area?
- Is homework given and how often is it marked?
- Are learners encouraged to engage in peer teaching or self-study after school hours?

4. Leadership and decision-making, organisational life of the school.

Organisational Structure

- Is there a welcoming atmosphere on arrival?
- Is the staff on first name basis?
- How does leadership relate to staff and learners?
- What structures are in place for staff participation?
- What admin systems are visible?
- What type of leadership and management style is evident?
- Is the leadership rigid or flexible?
- Are teachers involved in decision-making?
- Is there a feeling of discipline at the school?
- How would you describe the ethos of the school?
- Are teachers active in co and extra curricular activities?
- Is there an active and supportive governing body?
- Is the educator rep on the SGB active in the decision making process?
- Are teachers active on school committees?
- Do teachers take up leadership positions on committees?
- Working relationship between the SGB and staff?
- Is the governing body successful?
- Is there evidence of student leadership?
- Relationship between the SGB and the community?
- How does the governing body handle school problems?

5. Relationships with Education department and other outside authorities

- Are there any documents signed by the Department officials during their school visits? e.g. log book
- Is there a year planner, list of donors, contact numbers e.g. helpline, department offices etc.?
- Is there any evidence pertaining to the operation of the school eg. Minute books and attendance registers?

APPENDIX 6

TEACHER LEADERSHIP IN ACTION 2008 - 2009

TEACHER QUESTIONNAIRE

INSTRUCTIONS FOR QUESTIONNAIRE

- Use a BLACK or BLUE ink pen. Please do not use a pencil.
- In the interests of confidentiality, you are not required to supply your name on the questionnaire.
- Please respond to each of the following items by placing a CROSS, which correctly reflects your opinion and experiences on the role of teacher leadership in your school.
- This questionnaire is to be answered by an educator.¹

¹ The word 'educator' refers to a post level 1 educator

A. BIOGRAPHICAL INFORMATION

1. Gender

Male		Female	
------	--	--------	--

2. Age

21-30		31-40		41-50		51+	
-------	--	-------	--	-------	--	-----	--

3. Your formal qualification is:

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

4. Nature of employment

Permanent		Temporary		Contract	
-----------	--	-----------	--	----------	--

5. Employer

State		SGB	
-------	--	-----	--

6. Years of teaching experience

0-5yrs		6-10yrs		11-15yrs		16+yrs	
--------	--	---------	--	----------	--	--------	--

B. TEACHER LEADERSHIP SURVEY

Instruction: Place a **CROSS** in the column that most closely describes your opinion on the role of teacher leadership in your school.

Scale: 4= Strongly Agree 3=Agree 2= Disagree 1= Strongly disagree

B. 1

I believe:	4	3	2	1
7. Only the SMT should make decisions in the school.				
8. All educators ¹ can take a leadership role in the school.				
9. That only people in positions of authority should lead.				
10. That men are better able to lead than women				

B. 2

Which of the following tasks are you involved with?	4	3	2	1
11. I take initiative without being delegated duties.				
12. I reflect critically on my own classroom teaching.				
13. I organise and lead reviews of the school year plan.				
14. I participate in in-school decision making.				
15. I give in-service training to colleagues.				
16. I provide curriculum development knowledge to my colleagues.				
17. I provide curriculum development knowledge to teachers in other schools				
18. I participate in the performance evaluation of teachers.				
19. I choose textbook and instructional materials for my grade/learning area.				
20. I co-ordinate aspects of the extra-mural activities in my school.				
21. I co-ordinate aspects of the extra-mural activities beyond my school.				
22. I set standards for pupil behaviour in my school.				

23. I design staff development programmes for my school.				
24. I co-ordinate cluster meetings for my learning area.				
25. I keep up to date with developments in teaching practices and learning area.				
26. I set the duty roster for my colleagues.				

Instruction: Please respond with a CROSS either Yes/ No/ Not applicable, to your involvement in each committee.
If YES, respond with a CROSS by selecting ONE option between: Nominated by colleagues, Delegated by SMT or Volunteered.

B.3

I play a leadership role in the following committee/s:	Yes	No	Not applicable	How I got onto this committee:	Delegated by SMT	Volunteered
				Nominated by colleagues		
27. Catering committee						
28. Sports committee						
29. Bereavement /condolence committee.						
30. Cultural committee.						
31. Library committee.						
32 Subject/ learning area committee.						
33 Awards committee						
34 Time- table committee.						
35. SGB (School Governing Body)						
36. SDT (School Development Team)						
37. Fundraising committee.						
38. Maintenance committee.						
39. Safety and security committee.						
40. Discipline committee						
41. Teacher Union						
42. Assessment committee						
43. Admission committee						
44. Other (Please specify)						

Instruction: Place a CROSS in the column that most closely describes your opinion on what factors support or hinder teacher leadership.

Scale: 4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

B.4

My school is a place where:	4	3	2	1
45 The SMT has trust in my ability to lead.				
46. Teachers resist leadership from other teachers.				
47. Teachers are allowed to try out new ideas.				
48 The SMT (School Management Team) values teachers' opinions.				
49. The SMT allows teachers to participate in school level decision-making.				

50. Only the SMT takes important decisions.				
51. Only the SMT takes initiative in the school.				
52. Adequate opportunities are created for the staff to develop professionally.				
53. Team work is encouraged.				
54. Men are given more leadership roles than women.				

D. Teacher Leadership: Open-ended questions

1. What is your understanding of teacher leadership? Please explain.

2. Have you ever been involved in leading in any school related activity, which is outside your classroom? If so, please give examples of your teacher leadership.

3. In your opinion what hinders the development of teacher leadership in the context of your school? Please discuss.

4. In your opinion what are the benefits to teacher leadership in the context of your school? Please discuss.

Thank you for your time and effort!

APPENDIX 7

TEACHER LEADERSHIP IN ACTION 2008 - 2009

SMT QUESTIONNAIRE

INSTRUCTIONS FOR QUESTIONNAIRE

- Use a **BLACK** or **BLUE** ink pen. Please do not use a pencil.
- In the interests of confidentiality, you are not required to supply your name on the questionnaire.
- Please respond to each of the following items by placing a **CROSS**, which correctly reflects your opinion and experiences on the role of teacher leadership in your school.
- This questionnaire is to be answered by a member of the School Management Team (SMT).

A. BIOGRAPHICAL INFORMATION

1. Gender

Male		Female	
------	--	--------	--

2. Age

21-30		31-40		41-50		51+	
-------	--	-------	--	-------	--	-----	--

3. Your formal qualification is:

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

4. Nature of employment

Permanent		Temporary		Acting	
-----------	--	-----------	--	--------	--

5. Years of teaching experience

0-5yrs		6-10yrs		11-15yrs		16+yrs	
--------	--	---------	--	----------	--	--------	--

6. Period of service in current position

0-5yrs		6-10yrs		11-15yrs		16+yrs	
--------	--	---------	--	----------	--	--------	--

B. SCHOOL INFORMATION

7. Learner Enrolment of your school

1-299		300-599		600+	
-------	--	---------	--	------	--

8. Number of educators, including management, in your school

2-10		11-19		20-28		29-37		38+	
------	--	-------	--	-------	--	-------	--	-----	--

9. School type

Primary		Secondary		Combined	
---------	--	-----------	--	----------	--

10. School Fees

No Fees		R1-R500		R501-R1000		R1001-R5000		R5001+	
---------	--	---------	--	------------	--	-------------	--	--------	--

C. TEACHER LEADERSHIP SURVEY

Instruction: Place a CROSS in the column that most closely describes your opinion on the role of teacher leadership in your school.

Scale 4= Strongly agree 3= Agree 2= Disagree 1= Strongly Disagree

C. 1

I believe:	4	3	2	1
11. Only the SMT should make decisions in the school.				
12. All teachers should take a leadership role in the school.				
13. That only people in formal positions of authority should lead.				
14. That men are better able to lead than women				
15. Educators ¹¹ should be supported when taking on leadership roles				

Instruction: Place a CROSS in the column that most closely describes your opinion on the role of teacher leadership in your school.

Scale 4= Strongly agree 3= Agree 2= Disagree 1= Strongly disagree

C.2

Which of the following tasks are you involved with?	4	3	2	1
16. I work with other educators in organising and leading reviews of the school year plan				
17. I encourage educators to participate in in-school decision making				
18. I support educators in providing curriculum development knowledge to other educators				
19. I support educators in providing curriculum development knowledge to educators in other schools				
20. I provide educators with opportunity to choose textbooks and learning materials for their grade or learning area				
21. I work with other educators in designing staff development programme for the school				
22. I include other educators in designing the duty roster				

Instruction: Place a CROSS in the column that most closely describes your opinion on what factors support or hinder teacher leadership.

Scale: 4= strongly agree 3= Agree 2= Disagree 1= strongly disagree

C.3

My school is a place where:	5	4	3	2	1
23. The SMT has trust in educator’s ability to lead.					
24. Educators are allowed to try out new ideas.					
25. The SMT (School Management Team) values teachers’ opinions.					
26. The SMT allows teachers to participate in school level decision-making.					
27. Only the SMT takes important decisions.					
28. Only the SMT takes initiative in the school.					
29. Adequate opportunities are created for the staff to develop professionally.					
30. Team work is encouraged.					
31. Men are given more leadership roles than women.					

D. Teacher Leadership: Open-ended questions

1. What is your understanding of teacher leadership? Please explain.

2. Have you ever encouraged educators in leading in any school related activity, which is outside their classrooms? If so, please give example

4. In your opinion what hinders the development of teacher leadership in the context of your school? Please discuss.

5. In your opinion what promotes the development of teacher leadership in the context of your school? Please discuss.

Thank you for your time and effort!

APPENDIX 8

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

TEACHER LEADER FOCUS GROUP INTERVIEW

1. Talk to me about leadership. What does the word 'leadership' mean to you?
2. Talk to me about teacher leadership? What does the term mean to you?
3. When you think of yourself as a teacher leader, what emotions are conjured up? Why do you think you feel this way? What do you suspect is the cause of these emotions?
4. Think about teacher leadership in a perfect school! What would the teacher leader be able to achieve (probe roles/skills/knowledge/relationships)? What support would the teacher leader have (probe culture/ SMT/other teachers etc.)?

Then spend the rest of the interview outlining the project, and explaining our expectations of the teacher leaders. Also talk about the subjective role of the researcher in the process, as well as all the ethical issues.

Thank you!

APPENDIX 9

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

TEACHER LEADER JOURNAL ENTRIES

Journal Entry 1 (Week 3 October 2008)

Please would you fill in this information in your journal and bring to the focus group interview next week. This information will provide me with background information about the social context of your school and it will help me to get to know you a little better. Please be as honest as you can! I will ensure your anonymity at all times.

About your school:

1. What kind of school is it? (level/ resources/diversity/ size etc)
2. Describe the socio-economic backgrounds of the learners in the school and the surrounding community?
3. How would you describe the culture of your school; in other words, 'the way things are done around here'?

About you:

1. Name
2. Age
3. Gender
4. Years of experience as a teacher
5. Qualification
6. Which subjects do you teach and which grades?
7. Do you enjoy teaching? Yes/No/Mostly/Occasionally. Why do you say so?
8. Describe your family to me.

Think about yourself as a teacher leader:

1. What do you understand the term 'teacher leader' to mean?
2. Describe at least two examples of situations where you work as a teacher leader in your school.

Journal Entry 2 (1st half of November 2008)

Think about a memory (strongly positive or strongly negative) you have when, as a teacher, you led a new initiative in your classroom or school.

1. Tell the story by describing the situation and explaining the new initiative.
2. How did leading this initiative initially make you feel?
3. What was the response to your leadership (either good or bad)?
4. How did this response make you feel?

Journal Entry 3 (2nd half of November 2008)

Think about the fourth term of school. It is often described as a term of learner assessment and examination.

1. Describe the different situations where you have worked as a teacher leader. What were the leadership roles you filled? What did you do?
2. How did your leadership impact on others? What was the response from your SMT? What was the response from the teachers?
3. How did being a teacher leader in these situations make you feel?

Journal Entry 4 (1st half of February 2009)

1. Think about yourself as a teacher leader and the personal attributes you have that make you a teacher leader.

- i. List these personal attributes.
- ii. Why do you think these particular attributes are important in developing teacher leaders?
- iii. Are there any other attributes you think are important and which you would like to develop to make you an even better teacher leader?

2. Think about yourself as a teacher leader and the knowledge and skills you have that make you a teacher leader.

- i. List the skills and knowledge you have.
- ii. Why do you think this knowledge and these skills are important in developing teacher leaders?
- iii. Are there any other skills/knowledge you think are important and which you would like to develop to make you an even better teacher leader?

Journal Entry 5 (2nd half of February 2009)

Think about the first term of school. It is often described as a term of planning, especially around curriculum issues.

1. Describe the different situations where you have worked as a teacher leader during this term. What were the leadership roles you filled? What did you do?
2. How did your leadership impact on others? What was the response from your SMT? What was the response from the teachers?
3. How did being a teacher leader in these situations make you feel?

Journal Entry 6 (1st half of March 2009)

Think now about your experience as a teacher leader and ponder on the barriers you have come up against.

1. Describe some of these barriers.
2. What are the reasons for these barriers, do you think?
3. How do you think these barriers can be overcome?
4. How do you think teacher leadership can be promoted?

Journal Entry 7 (2nd half of March 2009)

1. Can you tell a story / describe a situation in each of the following contexts when you worked as a teacher leader:

- i) in your classroom
- ii) working with other teachers in curricular/extra-curricular activities
- iii) in school-wide issues
- iv) networking across schools or working in the school community

2. You have come to the end of your journaling process. Please feel free now to:

- i) ask me any questions
- ii) raise further points
- iii) reflect on the writing process
- iv) reflect on the research process as a whole

APPENDIX 11

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

TEACHER LEADER INDIVIDUAL INTERVIEW

This interview will be loosely structured and based on the reading of the journals of the teacher leaders. Questions cannot therefore be planned at the outset of the project but will emerge as the research progresses. Questions may also differ from the one teacher leader to the other.

However, broadly speaking, we would like to ascertain during this interview, the following:

1. the personal attributes of these teacher leaders
2. the zones and roles that teacher leaders are engaged in
3. the main barriers that the teacher leaders experience

TEACHER LEADER INDIVIDUAL QUESTIONS

TEACHER LEADER Z

1. You mentioned that the culture of this school is that duties are delegated. Does that mean other teachers are not delegated duties? Why do you say so?
2. May you please tell me more about the lack of trust from the SMT to exercise teacher leadership as mentioned in your journal entry?
3. You said you took an initiative to solve a problem which was incorrectly solved by SMT. Do you think as a Post-Level 1 educator you should be involved in decision – making processes? How?
4. How did the SMT feel when you interfered in their decision?
5. Judging from your responses, you are exercising teacher leadership more in your classroom and with other teachers rather than in the whole school development. Why is this the case?
6. You mentioned that teacher leadership can be promoted by teachers being given a chance to work to their abilities and not restricted. How are you restricted on exercising teacher leadership and why?
7. You mentioned that you think age can have an impact in exercising teacher leadership. Why do you say that?

TEACHER LEADER X

1. You said one of the barriers to teacher leadership enactment you identified, is the principal of the school who likes things to be done her way. May you please elaborate on that?
2. You mentioned that the way you were selected to do cancer research for the school was not right. Do you think that teacher leadership should be a voluntary process? Why?
3. You mentioned that you wanted to develop knowledge of policies. Do you think knowledge of policies can help you to exercise teacher leadership? How?
4. May you please explain briefly how do you think leadership workshops can promote teacher leadership enactment?
5. Do you think age can have an impact on exercising teacher leadership and why?

TEACHER LEADER Y

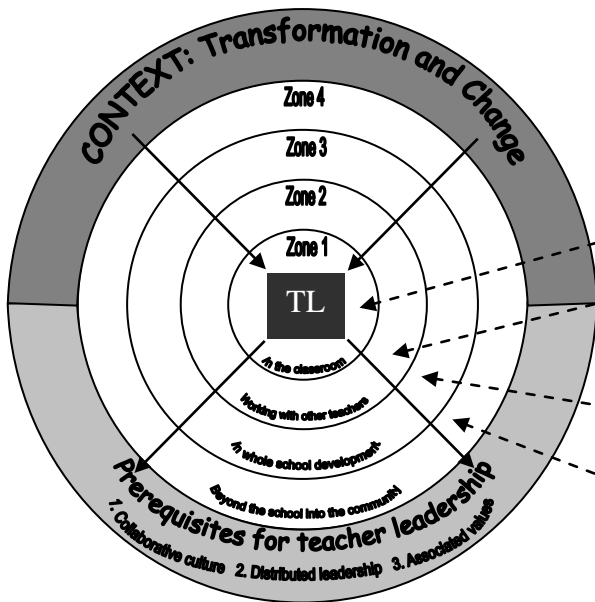
1. May you please explain briefly your role as a teacher leader in your classroom and with parents because in your journal entry you seem to be exercising more teacher leadership in those areas?
2. When you initiated first scouts (cubs), you said teachers did not give you support and you were stressed. Can you give me reasons as to why teachers backed off?
3. Looking at your journal entry responses, you were very comfortable in exercising teacher leadership in your classroom. Tell me why?
4. Did you experience problems when trying to exercise your leadership skills outside your classroom?
5. Tell me more on how can teacher leadership be promoted in this school?
6. Do you think age can have an impact in exercising teacher leadership and why?

APPENDIX 10

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

ZONES AND ROLES MODEL OF TEACHER LEADERSHIP

(Grant, forthcoming 2008a)



TEACHER LEADERSHIP

**First level of analysis:
Four Zones**

**Second level of analysis:
Six Roles**

One

One: Continuing to teach and improve one's own teaching

Two

Two: Providing curriculum development knowledge

Working with other teachers and learners outside the classroom in curricular and extra-curricular activities

Three: Leading in-service education and assisting other teachers

Four: Participating in performance evaluation of teachers

Three

Five: Organising and leading peer reviews of school practice

Outside the classroom in whole school development

Six: Participating in school level decision-making

Four

Two: Providing curriculum development knowledge

Between neighbouring schools in the community

Three: Leading in-service education and assisting other teachers

ANALYTICAL FRAMEWORK FOR TEACHER LEADERSHIP
APPENDIX 12

Zones	Roles	Indicators
1.	1. Continuing to teach and improve one's own teaching in the classroom	<ol style="list-style-type: none"> 1. centrality of expert practice (including appropriate teaching and assessment strategies and expert knowledge) 2. keep abreast of new developments (attendance at workshops & further study) for own professional development 3. design of learning activities and improvisation/appropriate use of resources 4. processes of record keeping and reflective practice 5. engagement in classroom action research 6. maintain effective classroom discipline and meaningful relationship with learners (evidence of pastoral care role) 7. take initiative and engage in autonomous decision-making to make change happen in classroom to benefit of learners
2.	2. Providing curriculum development knowledge (in own school)	<ol style="list-style-type: none"> 1. joint curriculum development (core and extra/co curricular) 2. team teaching 3. take initiative in subject committee meetings 4. work to contextualise curriculum for own particular school 5. attend DOE curriculum workshops and take new learning, with critique, back to school staff 6. extra/co curricular coordination (e.g. sports, cultural activities etc)
2.	3. Leading in-service education and assisting other teachers (in own school)	<ol style="list-style-type: none"> 1. forge close relationships and build rapport with individual teachers through which mutual learning takes place 2. staff development initiatives 3. peer coaching 4. mentoring role of teacher leaders (including induction) 5. building skills and confidence in others 6. work with integrity, trust and transparency
2.	4. Participating in performance evaluation of teachers (in own school)	<ol style="list-style-type: none"> 1. engage in IQMS activities such as peer assessment (involvement in development support groups) 2. informal peer assessment activities 3. moderation of assessment tasks 4. reflections on core and co/extra curricular activities
3.	5. Organising and leading peer reviews of school practice (in own school)	<ol style="list-style-type: none"> 1. organisational diagnosis (Audit – SWOT) and dealing with the change process (School Development Planning) 2. whole school evaluation processes 3. school based action research 4. mediating role (informal mediation as well as union representation) 5. school practices including fundraising, policy development, staff development, professional development initiatives etc)
3.	6. Participating in school level decision-making (in own school)	<ol style="list-style-type: none"> 1. awareness of and non-partisan to micropolitics of school (work with integrity, trust and transparency) 2. participative leadership where all teachers feel part of the change or development and have a sense of ownership 3. problem identification and resolution 4. conflict resolution and communication skills 5. school-based planning and decision-making
4.	2. Providing curriculum development knowledge(across schools into community)	<ol style="list-style-type: none"> 1. joint curriculum development (core and extra/co curricular) 2. liaise with and empower parents about curriculum issues (parent meetings, visits, communication – written or verbal) 3. liaise with and empower the SGB about curriculum issues (SGB meetings, workshops, training –influencing of agendas) 4. networking at circuit/district/regional/provincial level through committee or cluster meeting involvement
4.	3. Leading in-service education and assisting other teachers (across schools into community)	<ol style="list-style-type: none"> 1. forge close relationships and build rapport with individual teachers through which mutual learning takes place 2. staff development initiatives 3. peer coaching 4. mentoring role of teacher leaders (including induction) 5. building skills and confidence in others 6. work with integrity, trust and transparency

