

LECTURERS AS LEADERS?

A CASE STUDY OF A FURTHER EDUCATION AND TRAINING COLLEGE.

2010

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DECLARATION

I, BEATRICE NELISIWE MPANGASE, declare that the work presented in this document is my own. References to other people's work have been acknowledged.

Signature: _____

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

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ABSTRACT

The political, social and economic history of the Further Education and Training College Sector and that of the communities it serves influences the operation of these institutions. The history of ‘state aided’ and the ‘state’ technical colleges has resulted in some Rectors and some Campus Managers having different ideas regarding leadership and management. Campus managers who bring with them the style of a state technical college’s past tends to follow a very rigid and autocratic management, while those who come from the state aided technical college’s past tends to emphasize teamwork, delegation but autocracy as well. Getting these campus managers to devolve power to other lecturers in the FET College is somewhat a challenging task. With this in mind, the purpose of this dissertation is to determine the enactment of ‘lecturer leadership’ by the classroom lecturers at one FET College, and to investigate what hinders lecturers’ enactment of leadership in this context. Where leadership is enacted, I intend establishing factors that promote the successful enactment. From a theoretical perspective, distributed leadership theory underpins this study. As I have had little choice but to use the literature on teacher leadership within a schooling context, because there is no literature around the concept of lecturer leadership in the context of the FET College both locally and internationally that I came across. I have taken the liberty of adopting a term ‘lecturer leadership’ which is most suited for the FET context.

My study is situated within an interpretive paradigm because I worked from the premise that there are multiple truths and I wanted to understand the different interpretations of the world through the lecturer leaders’ lenses. I aligned myself with Cohen, Manion and Morrison who write “the central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experiences” (2007, p.21). Using a descriptive case study methodology allowed me to track the three lecturer leaders for six month period in the FET College where I worked to get a nuanced description of how lecturer leadership was enacted. The lecturers’ responses were collected both as numerical data, through survey questionnaires, and textual data, through a focus group and individual interviews, journaling process, and observations.

Key findings indicate that, lecturer leaders, enacted lecturer leadership in a delegated form because they did not take up leadership roles of their own will; instead the campus managers delegated tasks to them. Their leadership was mostly confined to their classrooms and they mostly lead within this zone because lecturers understood leadership as an activity that takes place outside the classroom by those holding formal management positions. The non collaborative and individualistic culture of the college also made it difficult for the lecturers to enact leadership. Where there was participation and collaboration it was mostly ‘contrived’. The most evident barriers to development of lecturer leadership included lack of time, lecturers’ unwillingness or incapacity to lead, a culture of mistrust and a lack of support and care. All of these contributed to campus management’s resistance to devolving authority and power to all lecturers.

I argue for the shift in understanding leadership as an activity of the few, where leading is an event, towards an understanding of leadership as practice in which many can lead. Furthermore, ideally, dispersed distributed leadership must be made a norm rather than exception. Moreover, Campus Managers need to be developed into agents of change and encourage professional dialogue to take place at the FET College. To support this change, I recommend that the Senior Management Team intervene and put in place, professional development programmes for both their own professional development and that of lecturer. This initiative must be an ongoing process because without special attention to effective leadership, attempts to improve the quality of education in the South African FET colleges, change will be in vain.

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CHAPTER ONE

INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

In South Africa, there is very little research around the field of leadership, and of teacher leadership in particular, in the schooling context. Likewise, in the Further Education and Training (FET) context there is no research which I have come across around the concept of ‘lecturer leadership’. By this I mean, research into ‘noticeable’ leadership actions undertaken by the ‘ordinary’ lecturer, beyond those assumed to be part of their job descriptions. This means there is a gap that needs consideration in the field of leadership and lecturer leadership in this context. To bridge this gap, the purpose of this dissertation is to conduct an in-depth, South African-based research study into the enactment of lecturer leadership by the lecturers at a Further Education and Training (FET) College and also to explore what hinders lecturers’ enactment of lecturer leadership. Where leadership is enacted, I also intend establishing the factors that promote successful enactment.

This chapter provides the background and context of the case study prior to and after the South African democratic elections of 1994. The rationale of the study, as well as the purpose is discussed. The chapter offers a brief summary of the research design and methodology used, touching on the paradigm, the sample, participants, data analysis and the theoretical framework of distributed leadership. Lastly, a brief summary of each chapter is discussed under the concluding section.

1.2 BACKGROUND AND CONTEXT OF THE STUDY

In this section I give a brief historical account of South Africa during and after the apartheid era in relation to education in order to fully contextualize this particular study in terms of what has given rise to it. I further describe the social, economic and political factors that affected my cases study FET College and how these impacted on education leadership and management in the FET College context.

1.2.1 The macro social landscape during the apartheid era

During the apartheid period, the authorities imposed racial structures on every aspect of life; socially, politically, economically and even in education (National Department of Education (later referred to as DOE), 1997). Apartheid as a political ideology was built on the premise that the four ethnic groups namely, Blacks, Whites, Indians and Coloureds in South Africa, each with its own culture, language, history and societal traditions were to live separately from each other (Fiske and Ladd, 2004). A number of laws to further segregation were introduced. Amongst these, the Group Areas Act of 1950 was introduced to move the 'non whites' to the townships, where they could commute to the cities which were mostly their place of work (provided they had a permit to be there), and back to what were mostly slum shacks. Black South Africans were also moved to reserves and homelands where they survived largely on agriculture. Many breadwinners, mostly males, had to leave their villages for cheap labour in the distant mines, thus further segregating families. For the black majority the worst regulation was the 'Pass' law which required black South Africans to carry personal reference books documenting their identities at all times (Christie, 1985).

Apartheid was not only a political system; it also took advantage of the poverty by which many black people were stricken. The authorities enforced the apartheid system by recruiting informers amongst the black communities who even used lethal force to maintain order in exchange for money and food (Christie, 1985). Moreover, the apartheid system brought about gender inequality, over and above the racial discrimination. During these dark days, women initiated a number of campaigns to voice their dissatisfaction with the oppression and discrimination against women (Angelis, Lolwana, Marock, Matlhaela, Mercorio, Tsolo and Xulu, 2001). They even marched to the Union Building in Pretoria against the Pass laws. The disabled citizens suffered the same fate as women; they were treated as outcasts, isolated and out of view of mainstream society. Angelis *et al* (2001) state that issues of discrimination, poverty and illiteracy are some of the basic challenges that South Africa still face, and that these were inherited from the apartheid era.

1.2.2. Education during the apartheid era and the birth of Technical Colleges

The South African education system prior to 1994 was fragmented, uncoordinated and resembled the society of the time because “education is not and can not be divorced from the society” (Angelis *et al*, 2001, p.25) and what happens in the society influences education. During this time there were different education policies and education departments for each of the four ethnic groups because the national party government “understood the importance of state education as a vehicle for dealing with the native problem” (Fiske and Ladd, 2004, p.41). Black people received education that was poor in quality and designed to keep them away from the mainstream sector of the economy and prepare them for the agricultural, mining and domestic service sector (Christie, 1985). Numerous black learners dropped out of schools before they matriculated because of political and social pressures as well as the type of education that was available for black people. The nature of the education system inherited from the Apartheid system did not prepare these learners for the world beyond the school in terms of “future social roles and responsibilities within the country” (Angelis *et al*, 2001, p.32). Instead, the black youth did not cope with the realities of unemployment they were faced with.

The missionary schools which combined education and training, including vocational education, were converted by the Nationalist Government into State Technical Secondary Schools (DOE, 1997). Those that did not want to be controlled by the state were closed down. However, immediately after 1976, the government set up the De Lange commission to investigate the provision of education to black people. Of particular relevance to this study is the fact that this commission emphasized the need for a change in curricular for black institutions to include technical and vocational education. It further recommended general education up to standard seven (grade 9). The De Lange commission recommendations gave birth of the Technical College Act (no 104) which was passed 1981. This Act converted technical and vocational institutions to Technical Colleges (DOE, 1997).

The Technical Colleges represented the apartheid system of technical and vocational education and training in South Africa. During this period, technical colleges provided theoretical learning

alongside the practical training of the apprentice system. However, during 1990s, the linkage with apprenticeship declined as the colleges took non-apprentice students into their courses. The provision of vocational education during the apartheid period was characterized by unequal access to learning opportunities based on race, the division between theory and practice, and unequal allocation of funding between the state technical colleges and the state aided colleges (McGrath, 2004). The state colleges were predominantly black institutions and the state aided colleges were historically white colleges. During this period, the state colleges were controlled directly by the state. However, state aided colleges had autonomy to make college based decisions and also raised their own funds. This enabled them to employ more staff which helped them to provide better quality education than the state colleges which solely depended on the state funding. The technical college's management and governance structures were hierarchical, and college principals were given instructions by the Provincial Department of Education, that is, policies were made at a provincial level and colleges were the implementers of these policies.

The discrepancies in financial resourcing referred to above did not help improve the economic growth rather it created animosity between the white people and their black counterparts. The National Investigation into Technical colleges (1996) reported that the teaching practices and resources were outdated in the technical colleges because of the discrepancies in funding which made these institutions to fail in addressing the industrial skills as required by the market.

1.2.3. The transition period: Post apartheid era in South Africa

The transition from the old technical college to the new FET Colleges has anchored the FET Colleges in a changing and challenging environment. The democratic government put into power in 1994, was faced with a college sector that was not fit for its purpose because the country remained complex, multiracial and multicultural. This complexity required an institution which was able to deal with the challenge of building unity with diversity (Akoojee, 2008). The late 1990's saw a process of policy development for the then technical colleges which led to the development of the Further Education and Training Act (No. 98 of 1998). This Act led to the merger of the 150 public technical colleges in the country to 50 public FET College entities. This new FET landscape, according to the DOE (2001), has to respond to the pressures presented by diversity and globalization. According to Govender, "the global economy has changed to an

information and technology system with high levels of collaboration and competition between countries” (2005, p.2). This meant countries were competing for scarce resources, skills and capital. To develop the South African economy, it was necessary to develop its skills and respond to the needs of the labour market. The Minister of Education, Naledi Pandor, made it clear in 2006 that the central role of the FET Colleges was the delivery of skills. These FET Colleges were not only expected to provide skills but also to expand access by inclusion, thus, those “excluded from the past were incorporated into the new democratic order” (Akoojee, 2008, p.301).

Under the new FET dispensation, apprenticeships were replaced by learnerships (Green Paper on Education, 1998), where there was a tripartite agreement between the employer, the learner (worker) and the learning provider (FET Colleges). This agreement combined educational theory, literacy, numeracy and on the job training, as well as work experiences, unlike the apprenticeship programme of the past which focused on practical training and excluded communication, life skills and customer care. As overseers of the tripartite agreement, the skills development part of a College is overseen by the Department of Labour, while the Department of Education manages the FET College as a public institution. The FET Act (16 of 2006) was followed by a new curriculum when the National Certificate (Vocational) [NCV] curriculum was introduced. The college curriculum includes learning and training programmes from NQF¹ level two to level four which is equivalent to grade 10 to 12 in the schooling system (DOE, 1998) but the NCV curriculum gives the learner an NQF level four Further Education and Training Certificate (FETC). Those who already have a matriculation can be accommodated on NQF level five, which falls under the old Report 191 National Education Programme (NATED).

1.2.4 Management and governance of FET Colleges post 1994

¹ National Qualifications Framework provides a framework for the registration and accreditation of qualifications and providers. Qualifications are registered on a particular band, i.e. general education and training, further education and training and higher education and level (from 1 to 8), to ensure standardisation.

The governance² of the FET College plays a very crucial role in making important college decisions about the curriculum related and other college matters. To make this possible, the FET Colleges shifted from the traditional approach of governance where members of the FET College community, for example, parents, lecturers and students became part of the college governance, similar to the school context. The composition of the College Council now includes interested persons and stakeholders with necessary expertise to develop the institution, which includes financial and legal expertise rather than the college community that might not have capacity and expertise required. Moreover, the FET Act (16 of 2006) provides for colleges to expand council functions. In terms of Chapter 4, *clauses 19-21*, the College Council is responsible for the appointment of all staff, referred to as lecturers, administrators and management, except for the Rector and two Deputy Rectors. This was a shift from the 1998 FET College Act where college staff was appointed under the Provincial Educator Post Provision created by the Member of the Executive Council (RSA, 1998, 14.1).

Prior to the 1998 FET College Act, however, the National Committee on Further education (1997) had investigated and presented a report highlighting the lack of identity of the FET band, saying that, “the FET represented a range of programmes and providers: it is not a system” (DOE, 1997, p.42). This uncertainty gave birth to the National Qualification Framework (NQF) to classify the FET band. The NQF framework classified education into general education, further education and higher education. The FET level courses fell alongside secondary schools, whereas the NQF level five courses fell alongside the Higher Education level. However the FET Colleges had more FET level courses. That is why it is overseen by the provincial authorities and not the National Department of Education like in the case of higher education institutions. The NCFE report (1997) noted that many FET Colleges were providing programmes that fell into the higher education and training bands according to the NQF. The report argued that colleges should access funding from the Member of the Executive Council of both FET and HE bands. However, it was feared by both key role players that this could lead to coordination and governance challenges. The Department of Education is currently considering moving the FET Colleges to the HE band but this will only be finalized in April 2010.

² refers to the college council, academic board and the students representative council forming part of the governing body of the FET College.

1.2.5 The impact of the history of apartheid on education leadership and management

The Rector is the head of an FET College and accountable to the relevant College Council and the Provincial Department of Education. The success of the FET College according to Hopper (2000), depends largely on the ability of the Rector as the head, to lead. Hopper (2000) further states that “heads of different departments, [and] divisions or units within the institution are also charged with leadership roles of their respective departments, division or units and they account to the rector” (p.99). This tells us that formal leadership is encouraged at the FET College where heads have authority above other lecturers. Furthermore, the emphasis of the FET Act (no.16 of 2006) is more on staffing and curriculum provision, suggesting that one of the most important objectives of the FET policy framework is to make the FET institutions more responsive to the needs of their environment. To respond to diversity, skills needs of the industry and the need of the global economies, “a strong, visionary leadership as well as trained effective staff will be required to lead, manage and sustain these colleges” (Govender, 2005, p.2). The increased efficiency in the FET College will require better qualified, sophisticated and capable leaders and managers. The senior managers require highly developed interpersonal skills to interact effectively with a multitude of different people which include the Department of Education, the College Councils, governance structures, college partners and the staff at all levels. They are the ones to expand the effective partnership to the community structures of the college to ensure the continued relevance of learning programmes of the transformed FET sector (Angelis *et al*, 2001). College management is now faced with the challenge to ensure that ongoing professional development of staff at all levels occurs - to instill confidence, skills and knowledge necessary for the demanding role of providing skills to the country.

The literature indicates that hierarchical structures and autocratic management styles that still exist in the FET sector are unlikely to achieve the objectives of the transformed FET system currently being put in place. According to Angelis *et al*, they “stifle participation and provide the barren working atmosphere in which neither staff nor learners flourish” (2001, p.292). Similarly, a study conducted in the KwaZulu-Natal FET Colleges reveals leadership styles that are “highly competent although autocratic and ‘old school’ in their methods, to managements that are consultative and team oriented, to managements that are passive and dependent on the state for

assistance” (Kraak and Hall, 1999, p.150). These leadership styles cross the old apartheid departmental categories. The ex-DET and the ex House of Assembly colleges were found to be weak, dependent on the state, hierarchical and autocratic. This is the historical ‘baggage’ that these FET institutions now carry because of the apartheid inequalities referred to earlier. I agree that the senior managers of the FET College cannot work in isolation to meet the needs of the industry; they require committed lecturers to teach the required learning programmes and to interact with the industries to identify the needs of the environment as per the Act. Therefore, lecturers need to take-up the leadership roles and lead in their classrooms and beyond them. It is imperative that college management develop leadership capacity within all lecturers and encourage them to lead i.e. to distribute leadership roles and authority to all lecturers. Only in this way will the needs of industry and the country be met, and FET institutions transformed.

1.2 6 The context of the case study FET College

The case study FET College of this particular research project is situated in the inner city of Major city, where middle class and working class communities, and industries, exist side by side. However, the college no longer serves the surrounding community to a very great extent because although some of its student body now comes from rural areas not too far from the city, the majority of students come from the rural areas of Eastern Cape. Some of these students are accommodated in the college residences and others are renting flats in the city. The local students travel from their homes every morning, while those that are renting the flats walk to college. Most of the students come from poverty stricken families. Some students are raised by single parents or grandparents, while others are orphaned because of the HIV/AIDS epidemic. These socio-economic factors necessarily influence the nature and quality of teaching and learning in the classroom, and represent a significant change from the context with which most FET College lecturers are familiar. All FET College lecturers, regardless of their own or official race categorizations, need to understand student backgrounds. Current FET College student cohorts challenge lecturers not to confine their teaching and learning expertise to the classroom but also to the communities from where the students come.

The college internal research unit established that students opt to study at this case study FET College because of the affordable tuition fees made possible by the state funding. Other students settle for the FET College because they do not meet the entrance requirements for higher education institutions such as universities and universities of technology. The FET College, however, assists by providing courses for students which articulate with higher education, like mathematics and science bridging courses. To effectively prepare these students for work or higher education, lecturers need to network and form partnerships with these institutions. This necessitates a different leadership from lecturer; their leadership cannot only be confined to the classroom but must extend into the community surrounding the college. Furthermore, campus management must be aware that lecturers need exposure to the business world in order to understand what students need to learn. Campus managers must devolve power and authority to lecturers to be able to network and form effective and long term partnerships with higher education as well as with industry.

The case study FET College has five campuses. Two of the campuses were ex-DET institutions, and regarded as state technical colleges during the apartheid period. Another campus originated from the former House of Delegates, and the final two were former- House of Assembly institutions. The latter campuses were regarded as the state aided technical colleges during the apartheid past. These distinctions created problems during the merger and even today the distribution of resources on these campuses is still not equal because of the inequalities inherited from the apartheid era. Currently, the case study FET College is in the process of standardizing its procedures and policies to suit the current college needs.

The political, social and economic history of the college and that of the communities it serves affect the running of the FET College. The history of state aided and state technical colleges has resulted in the rector of my college (i.e. the case study college of this thesis), and the different campus managers having different ideas with regard to leadership and management. Campus managers that bring with them a state technical college past follow a very rigid, top down and autocratic style of management, while those who come from the state aided technical colleges past, tend to emphasize teamwork, delegation but autocracy as well (Kraak and Hall, 1999). From the lecturers' perspective, getting these campus managers to devolve power to other

lecturers in the case study FET College is a challenging task. The campus managers strongly believe that they are in charge of their respective campuses and they are also responsible for the operation of the campus. This study set out to explore how lecturer leadership is enacted in the environment of one FET College with an apartheid history, and what factors hinder or promote this enactment.

1.3 RATIONALE FOR THE STUDY AND KEY RESEARCH QUESTIONS

Working in the case study FET College for ten years, in the period before and after the merger in 2003, has made me realize that gaps that exist in this sector in terms of the enactment of lecturer leadership. The FET Act (16 of 2006, p.2) talks about promoting the full potential of every staff member and the toleration of ideas and appreciation of diversity. However, little is happening in most FET institutions to promote leadership potential. Given, as indicated earlier, that these colleges are meant to drive the emerging skills revolution in South Africa, this is problematic in my view. The extent to which the college is able to effect this required change, however, depends on the nature and quality of its internal management (National Department of Education (later referred to as DOE), 1996, p.28). This means that the way a college is managed and led determines its success. Furthermore, this leadership should not only rest on the shoulders of the college management, the staff also needs to take initiative and take on leadership roles according to their expertise. This is possible if the SMT and campus management are willing to devolve powers. Moreover, I am very interested in issues of leadership and management because I believe, like Harris (2004), that leadership should not be associated with only headship. In simple words, leadership must not be seen only as an activity of those in formal management positions. My study operates from the premise that lecturers have the potential to lead; therefore, this potential must be unleashed for the benefit of the college and its surrounding communities (Katzenmeyer and Moller, 2001).

In the schooling system context in South Africa, education leadership research has been dominated by a traditional view of leadership that separates teachers from leaders. However, recent studies (Singh 2007; Ntuzela, 2008 and Chatturgoon, 2009) recognize that level one educators can take on leadership roles in schools, where conditions are created that are conducive to this leadership take up. However, these studies are school based. No research has

been conducted in the Further Education and Training sector in South Africa around the concept of lecturer leadership within a distributed leadership framework. To respond to the needs of developing the skills in the country as per the White Paper in education, I thus believe that this is an under researched field. McGrath (2004) emphasises this and argues that:

There is no centre of excellence within the Higher Education system for either research or teaching on FET College matters. Only in the Human Science Research Council is there a small cadre of research with doctoral qualifications relevant to the college sector. Furthermore, the majority of active researchers in the field are white.....Additionally, many government departments and other relevant agencies are also weak in terms of analytical capacity and the ability to collect and use relevant information (2004, p.153).

The small cadre of research conducted through the Human Science Research Council is around the context of the FET College and its transformation (McGrath, 2004; Avis, 2005 and Akoojee, 2008); there is no research around the concept of leadership and management as well as lecturer leadership. With this in mind, my study aimed at researching the concept of teacher leadership in a FET College context and I have taken the liberty of adopting the term ‘lecturer leadership’ which is most suited to the FET context. I have also had no choice but to draw from the literature on teacher leadership within a schooling context, because there is no literature around the concept of ‘lecturer leadership’ (as I am constructing it), in the context of the FET College, both locally and internationally that I came across. This study thus set out to answer the following research questions

- How is lecturer leadership enacted in the FET College where I work?
- What factors hinder or promote this enactment?

I would like to elucidate that in the FET College context, educators are referred to as lecturers. According to the FET Act (no.16 of 2006) the term ‘lecturer’ means a “person who teaches, educates or trains other people or provides education service at any college” (FET Act, 2006, p.8). The teacher is also defined similarly in the South African Schools Act 84 of 1996 as “any person, excluding a person who is appointed to exclusively perform extra curricular duties, who teaches, educates or trains other persons or who provides professional education services, including professional therapy and educational psychological service, at any school”. To me, these terms of reference are virtually synonymous i.e. they construct the ‘educator’ in the same

way as they construct the ‘lecturer’. The roles and the duties of a lecturer according to the definitions above are similar to that of the school teacher. For example, in the classroom situation, the lecturer in the FET College is expected to do what teachers in the schooling system do. By this I mean that lecturers in the FET Colleges are expected to teach, assess and give feedback to students as what the school teachers are expected to do. That is why I am confident that most of the literature on teacher leadership in the context of the school will be applicable to the FET context. Furthermore, the college has a Senior Management Team (SMT) which is made up of the Rector and Deputy Rectors, while each campus has a Campus Manager and Senior Lecturers that form the Campus Management Team (CMT). These concepts are used throughout the dissertation.

1.4 CONCEPTUALISING THE GROUP RESEARCH PROJECT

After some deliberation, the Master of Education students specializing in Education Leadership, Management and Policy (ELMP) on the Pietermaritzburg Campus of the University of KwaZulu-Natal, decided to embark on a group project which would be sufficiently broad to make an input into the field of education leadership in general and teacher leadership (lecturer leadership in my case), in particular. The group of 11 students wanted to collectively come up with a substantial amount of research in the field of teacher leadership in the school context and lecturer leadership in the FET College context. The Teacher Leadership Module in the Master of Education programme also influenced our decision to embark on a group research project as it revealed the gaps that existed in the field of teacher leadership and teacher development.

After attending a few contact sessions of the Teacher Leadership Module, we brainstormed the possible researchable questions around the concept of teacher leadership after identifying the gaps that existed in the South African literature. We sought to find out how teacher leadership (in my context lecturer leadership) is enacted in schools (or an FET College), and we further wanted to explore the factors that hinder or promote the enactment. We opted for a descriptive case study methodology to pursue our objective informed by a position that each of the 11 students in the group was studying one ‘case’ i.e. their own institution. A feature of case studies is their emphasis on getting thick descriptions of ‘cases’, thus, as novice researchers, we felt that we could only gather this type of data if we spent extended time in the case study schools/ colleges.

For this reason, we made a group decision for each one of us to study our own schools/ colleges because of the access we already had. One student, however, decided otherwise because of his position in the school. He felt that studying his own school where he is a principal will not give him enough and trustworthy data. He, therefore, opted to study another school in the same area.

As a group, we studied seven schools and one FET College in the province; four of the schools were primary schools and three were secondary schools. My ten colleagues in the group tracked thirty teacher leaders and I tracked three lecturer leaders over a period of six months, starting from the fourth term of the FET College calendar in 2008 up to the end of the first term of the FET college calendar in 2009. We developed the data collection instruments together. To suit my FET context, I adapted some instruments accordingly, but they did not diverge much from those which were used in the schools. The data collected diverged because the context and the culture of each institution differed. The three lecturer leaders I followed can thus be considered unique. This diversity applied across all the other ten students' data.

1.5 RESEARCH DESIGN AND METHODOLOGY

This study is situated within an interpretive paradigm because I work from the premise that there are multiple-truths and I wanted to understand the different interpretations of the world of the three lecturer leaders. My research tapped into the lecturer leaders' views and experiences where the college was the case and the three lecturer leaders were the units of analysis. I used purposive and convenience sampling to identify my primary participants, the three lecturer leaders. My secondary participants were the whole staff of the college. The sample was also influenced by the literature on teacher leadership in the context of the school 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" (Harris and Lambert, 2003, p.44).

I analysed the data using thematic content analysis where I categorised the data and identified themes and patterns using the data collection instruments which were interview transcripts, observation field notes, reflections from journals and the text from the documents.. Grant's

(2008) model of teacher leadership was also used as one of my analytical tools. All of the aspects of the research design identified here will be expanded upon in greater detail in Chapter Three.

1.6 CONCLUSION

This chapter introduced the background of the FET College sector prior to and after the apartheid era. The concept of ‘lecturer leadership’ as well as how college management can develop lecturer leadership amongst the lecturers at the college was also introduced. Furthermore, I presented the two research questions, the conceptualization of the study and the research design as well as the methodology used in the study. Chapter Two introduces the literature review around the concept of leadership, management and teacher leadership as well as the theoretical framework of distributed leadership. To reiterate, my heavy reliance on literature on teacher leadership located in the field of schooling is because of the dearth of academic articles on lecturer leadership in the FET College context. My work has been to adapt, make comparisons and confirm their relevance. Chapter Three consists of the research design and the methodology used in this study. It deals with sampling and data collection methods used in this project as well as ethical issues. Chapter Four presents the findings of the study according to major themes that attempt to answer the two research questions. These themes emerged from the data analysis, and are discussed in detail. Chapter Five, which is the final chapter, presents the summary of findings as thematically presented in Chapter Four. Limitations of the study are raised, followed by the recommendations and suggestions for future research on what can be done by other researchers to further explore the concept of lecturer leadership in an FET College.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter provides a review of the literature relevant to the research foci of how lecturer leadership is enacted in the FET College where I work, and what factors hinder or promote this enactment. In this review, I operate from the premise that leadership is not what one person does to the other, but that it can emerge from an individual or a group regardless of the position they hold in an institution. This review focuses on how lecturer leaders who do not hold formal management positions take on leadership roles.

This review refers to research conducted on the topic of teacher leadership in South Africa and abroad, particularly in the United Kingdom, Canada and the United States. What also informs this review are the academic studies carried out on educational leadership in general as well as on teacher leadership, both locally and internationally. In constructing my argument, I initially define the concept of educational leadership and management and then move on to discuss how the concept of leadership has evolved by looking at traditional views, styles and theories of leadership. Secondly, this chapter explores the theory of distributed leadership, as the primary theoretical framework for this study, by discussing the issues surrounding the theory including its strengths and limitations. Thirdly, evidence from studies on the topic of leadership are explored and teacher leadership as a concept is defined and interpreted in terms of how leadership can enhance learner performance. Fourthly, the review discusses the role of the lecturer leaders in the context of the FET College, whether formal or informal, and explains how leadership can emerge. Lastly, this review identifies the conditions created to promote lecturer leadership in the context of the FET College using the school context of teacher leadership followed by the barriers and how an FET College can overcome them.

2.2 EDUCATION LEADERSHIP AND MANAGEMENT

Leadership and management concepts are defined differently in different contexts. There is a lot of contestation with regards to the definitions of leadership and management in the United

States, Canada and United Kingdom contexts. In this section I discuss how these concepts are defined in these different contexts as well how they are viewed in the South African context.

2.2.1 Contested views of education leadership and management

There are various ways of defining the concepts of leadership, management and administration because these concepts mean different things to different people. Lakomsky (1998) cited in Gronn (2000) argues against defining leadership saying that “there is no natural entity or essence which can be labeled ‘leadership’” (p.321) as it is difficult to find its universal definition. She further argues that leadership means different things to different organizations and in different context and its effects differ as well. However, Gronn (2000) counteracts this claim, by arguing that, if researchers do not agree on the universal definition of the term, it does not mean that that term does not exist. In the light of this view, Gronn suggests that “commentators would be advised to rethink their approach and continue the search” (p.321). I align myself with Gronn’s thinking because, as much as leadership may have different effects in different FET Colleges, we cannot deny the existence of leadership. Further research needs to be done around these concepts, especially in the South African FET College context.

For some authors, leadership and management are regarded as being independent concepts, while at other times they are regarded as being one and the same. Coleman (2005) supports the idea that their explanations overlap and their usage differs in different context, countries and professional cultures. Likewise, Thurlow (2003) agrees that there is no single generally accepted function of leadership and management. In the United Kingdom, leadership is viewed as the more important concept. By this I mean that ‘management’ relates to operational tasks while ‘administration’ relates to routine tasks. In contrast, the North American view is that leadership and management are a subset of administration. In South Africa the concepts of leadership, management and administration are complex and difficult to understand as they are used in confusing ways (DOE, 1996). Sometimes the terms ‘leadership’ and ‘management’ are used interchangeably, while ‘administration’ usually refers to the secretarial issues supporting teaching and learning. However, the Task Team Report on education management and development (1996) explains that “management is not equated to administration, there is a

distinction between these concepts” (DOE, 1996, p.28) although this distinction is not defined in this report. This brings me to question of whether these concepts are one and the same thing. Some academics view education and management as similar concepts, others separate the two fields whilst others highlight the interactions between the concepts. Rather than announcing my own response to these concepts at this point, I have chosen to continue with what the literature has to offer on them. Thus, only later will I indicate the position that governs this study

2.2.2 Education leadership and management as separate concepts

West-Burnham (2003) writing in the United Kingdom states that “leadership is concerned with values, mission and vision while management is concerned with execution planning, organizing and deploying” (2003, p.26). Similarly, Fullan (1991) argues that “while leadership relates to mission, direction, inspiration, management involves designing and carrying out plans, getting things done, working effectively with people (pp.157-158). Astin and Astin argue that “leadership is the process which works towards movement and change in organization while management is a process which works towards stability, preservation and keeping the status quo (2000, p.45)”, while Schein (1995) cited in Law and Glover (2000) argues that management is “building and maintaining an organizational structure” while leadership is “building and maintaining an organizational culture” (p.14). Chibber (1993) cited in Pillay (2009) defines management as being about ‘doing things right’ while leadership is about ‘doing the right things’, implying that leadership and management are separate concepts. For me, ‘doing the right things’ implies managing by following policies, rules and regulations and doing things by the book, whereas ‘doing things right’ means, for me, leading by using one’s own intuition, personal judgment and particular thinking pattern to achieve the institution goals. But the question is whether one can be a good leader without being a manager. Schön does not think so. He says:

Leadership and management are not synonymous terms. One can be the leader without being the manager. One can for example, fulfill many of the symbolic, inspirational, educational and normative functions of a leader and thus represent what the organization stands for without carrying any of the formal burdens of management. Conversely one can manage without leading. An individual can monitor and control organizational

activities, make decisions and allocate resources without fulfilling the symbolic, normative, inspirational or educational functions of leadership (1994, p.36).

2.2.3 Education leadership and management as related concepts

While it is apparent from the literature reviewed above that many researchers do see a clear distinction between ‘leadership’ and ‘management’, others see them as interrelated. On this point, Coleman (2005) argues that leadership and management are used interchangeably in every day speech, while Law and Glover (2000) agree that “leadership is seen as an aspect of management with ‘real leaders’ often characterized as charismatic individual with visionary flair and an ability to motivate and enthuse others even if they lack the managerial or administrative skills to plan, organize effectively or control resource” (p.13). Furthermore, Sterling and Davidoff, writing in the South African context, state that “in reality leadership and management support each other, work together and are inseparable but there are areas of overlap” (2000, p.7). The same authors’ further state that in practice, it is difficult to draw a line between these concepts. I agree with Sterling and Davidoff that leadership and management cannot be separated. Like Sterling and Davidoff (2000), who view leadership and management as two sides of the same coin, I believe that these two processes are complementary and that they are both needed for the college to prosper. In the FET College context, leadership is needed which involves creation of a vision and mission for the college, while management is needed so that the college can run on a day to day basis. For me, both leadership and management are, thus, essential and they should work hand in hand for the effective functioning of the college. Moreover, the utilization of both leadership and management processes should be the domain of all stakeholders, from the rector to the lecturer.

2.3 TRADITIONAL VIEWS OF LEADERSHIP: LEADERSHIP AS AN INDIVIDUAL PURSUIT

Traditional leadership has been theorized by focusing on the qualities of the individual. This ‘traditional’ theory suggests that leaders are born, not made and share common leadership traits that makes them distinct from the followers (Coleman, 2005). According to Coleman (2005), this theory is linked with the stereotypes that leadership is gender related, which assumes that

males are great leaders as compared to their female counterparts. Similarly, Coleman (2005) writes that the ‘great man’ theory assumes that not everyone can lead but that only a few selected individuals with certain skills and talents are born to lead.

Traditional models of leadership and management view institutions as hierarchical systems with linear structures and vertical relationships between the heads and other staff members. In the South African FET Colleges, lecturers are the responsibility of the senior lecturers that are responsible to the campus managers and this line of authority goes upwards hierarchically to the college rector (FET Act, 16 of 2006). Furthermore, the rector has authority over other staff members because of his formal legitimate position. This positional power, according to Bush (1995), gives heads authority to make rational decisions and other staff members tend to accept these decisions because of power exerted by the heads. In the FET College context, the rectors must account for every decision made, to the Department of Education and the College Council, just as principals are accountable to the Department of Education in the school context.

Traditional explorations and examinations of leadership sometimes equate school leaders with principals and their ‘heroic actions’, whereas leadership does not begin and end with the principal (Spillane, 2006). Instead teachers in schools and lecturers in the FET Colleges can and should take on leadership roles. In support of Spillane (2006), Wilkinson (2007) claims that conventionally leadership has concentrated upon the behaviour and actions of an individual, but less linear forms of leadership, embracing complex operations and functions of modern organizations, are emerging. Furthermore, from a traditional perspective, leadership has been associated with people, their formal roles, the hierarchical structures as well as their routine function (the ‘what’ of leadership) and totally ignores leadership-as-practice (Spillane, 2006). Similarly, “a number of research literatures have focused upon formal leadership of the head teachers and have overlooked the kinds of leadership that can be distributed across many roles and functions” (Harris, 2004, p.12). Focusing on the ‘what’ of leadership is inadequate; it is crucially important to know ‘how’ leaders lead in order to understand leadership practice. However, acknowledging leadership practice does not underestimate the role of the school principal or the rector in the FET College context, but it shows that it is not only them that should lead but that “leadership is a collective endeavour” (Spillane, 2006, p.6). Moreover,

according to Spillane (2006), the ‘heroic’ leadership tradition defines leadership with respect to an outcome, which does not necessarily reveal the true sense of leadership. This is because leadership can occur without achieving desired the outcomes of a school (or in my case, a FET College).

In South Africa, the view of leadership describe above is particularly relevant. In other words, there is an assumption that people in formal management positions should lead because leadership has historically been understood in relation to position, status and authority (Grant. 2006) rather than an activity in which everybody can engage. In the FET College, the Department of Education promotes the latter understanding because Rectors and Deputy Rectors are appointed by the Department of Education to these formal positions which gives an impression that one may only lead if appointed to these formal management positions by the Department of Education. Grant (2008) states clearly that, in the context of the schools, teachers can do a lot of leadership activities including mentoring, engaging in research, working with parents, peers and the community. All these activities do not require a person to hold formal management positions. This is also applicable to the context of the FET College. If these can be taken into consideration, teacher/lecturer leadership can be enacted in South African schools and FET Colleges. In her writing, Grant (2005), citing Bush (1995), says that “heads possesses authority legitimized by their formal positions “(p.512). However, she further argues that a form of distributed leadership is needed where principals relinquish power to other teachers for the better functioning of the school. In keeping with Grant (2006, 2008), I conclude that leadership cannot be one individual’s activity but that one of the responsibilities of a ‘legitimized’ leader in an FET College, for example, (through official appointment), should be to seek creative ways to identify the leadership potential of all lecturers, within a supportive environment, for the improvement of teaching and learning in the college.

2.4 LEADERSHIP AS A SHARED ACTIVITY

In contrast to traditional views of leadership, alternate perspectives that are slowly gaining more appeal, work from the premise that leadership is a “shared process to enhance the individual and collective capacity of people to accomplish their work effectively” (Spillane, 2006). Instead of a

‘heroic’ leader who can perform all essential leadership functions, the leadership function of the college is distributed amongst different members of the team in the college. Furthermore, the heroic leadership approach is addressed in a ‘leader plus’ strategy which Harris and Muijs (2005) calls ‘person plus’. This approach recognizes the importance of multiple leaders in the school or college environment. Gronn (2000), writing in the United States context, proposed that traditional ways of viewing leadership be replaced with the view that leadership can take place in a distributed form. Distributed leadership allows for the flow of influence in schools (or FET Colleges) and is separate from the autocratic connections of leadership with headship (or ‘rectorship’ in this study), (Singh, 2007). Furthermore, a distributed leadership perspective acknowledges the work of individuals who contribute to the leadership practice regardless of whether they are formal or informal leadership positions (Harris and Spillane, 2008). Harris summarizes the shift expected from traditional theories to normative leadership in this way;

A hope of transforming schools through the actions of individual leaders is quickly fading. Strong leaders with exceptional vision and action do exist but unfortunately they do not come in sufficient numbers to meet the demands and the changes of today’s schools. An alternative conceptualization is one where leadership is distributed and understood in terms of shared activities and multiple interactions (2007, p.345).

In the FET College context, lecturers should be encouraged to lead in order to meet the needs of the changing landscape, where the FET Colleges are supposed to meet the objective of skills development in South Africa. Leadership should be distributed in order to create multiple interactions. Furthermore, I believe, like Katzenmeyer and Moller (2001), that “within every school there is a sleeping giant of teacher leadership which can be a strong catalyst for making change” (p.2). However, this potential, referred to as a ‘sleeping giant’, must be unleashed for the benefits of the school and its community. The idea of a ‘sleeping giant’ being unleashed is relevant to the FET College context too, since there is the potential of lecturer leadership in this context too. In addition, I agree with Sterling and Davidoff (2000) who share a similar view, that everyone has leadership potential and the leader’s journey is about nurturing and developing this potential. In the next section I discuss distributed leadership in more detail.

2.5. DISTRIBUTED LEADERSHIP THEORY

2.5 1. Description of distributed leadership

The theoretical construct that underpins this research is distributed leadership theory. Similar to other leadership concepts, distributed leadership is defined in various ways. Bennett, Harvey, Wise and Wood (2003) emphasize that there seems to be “little agreement about the meaning of the term distributed leadership” (p.3). Interpretations and understandings, therefore, vary. However, these authors suggest that it is best to think of distributed leadership as a way of *thinking* about leadership rather than another *technique*. Harris and Muijs (2005) concur that distributed leadership is not a blue print for change but rather a way of rethinking current leadership practice.

In addition to varying definitions of distributed leadership, little is known about how distributed leadership is maintained and sustained in different organizations. Internationally, current research has not addressed the issues of different school contexts and how this influences their ability to promote and enact form of distributed leadership (Harris and Muijs, 2005). In South Africa, there is very little literature that explores what distributed leadership is, how leadership is distributed in the schools and there is certainly no literature on distributed leadership in the context of an FET College. Therefore, we need contemporary studies of distributed leadership practice in the South African context and especially in the context of the FET College.

2.5.1.1 Distributed leadership as practice

This study works from the premise that distributed leadership is defined as the interaction between leaders, followers and the situation (Spillane, 2006). This idea is supported by Bass (1990) cited in Spillane who states that distributed leadership is an “interaction between two or more members of a group that often involves structuring and restructuring of the situation and the perception and expectation of members” (2006, p.10). Moreover, Dahl (1961) and Cuban (1988) cited in Spillane (2006) concur that distributed leadership recognizes the centrality of followers to leadership which is why leaders do not only influence, but can also be influenced by others. Distributed leadership, as Gronn (2000) states, is not something one does to the other, but

instead it is a social practice which occurs in the interactions between leaders and followers in particular situations. In other words, the situations determine the leaders, not the hierarchy or the position. I agree with Spillane's idea, because delegating leadership to a stakeholder is not sufficient. I argue that there must be the interaction between the leader, follower and the situation. In the FET College context, the rector must be involved in the activities of the college even when a lecturer is leading in a particular situation. In such a case, the rector could be the follower and interact with the lecturer leader. What matters here, therefore, is who owns the required expertise, not the formal position.

Gronn (2000) endorses the above position by arguing that distributed leadership is fluid and not fixed to a particular position or individual, like the traditional view of leadership. Similarly, Bennett *et al* (2003) view distributed leadership as “a network of interacting individuals and through this dynamism people work together in such a way that they pool their initiative and expertise” (p.7). For me, this means that distributed leadership incorporates the expertise of many individuals in the college who take on leadership roles. As highlighted above, Spillane (2006) states that distributed leadership is not only the devolution of power to the many but how leaders interact with followers in a given situation. In other words, acknowledging that multiple leaders take responsibility for leadership is insufficient. The collective interaction among leaders, followers and the situation leading to a leadership practice is also important. In practice, the situation and the expertise required will determine a leader rather than roles, structures and the responsibilities that a person has. In addition, I concur with Gleeson and Knight that “depending on the demand of the moment, individuals who are not appointed as formal leaders can rise to the occasion to exhibit leadership and step back at other times to allow others to lead” (2003, p.16).

In summary, the person with the necessary leadership skills or knowledge should be given an opportunity to lead. This person must also be given power and authority to make decisions regardless of the position she holds and whether her leadership is formal or informal. The view, which this study supports, is based on the view of Harris and Muijs (2005) that “distributed leadership concentrates on engaging expertise wherever they exist in the organization rather than seeking it through the formal roles” (2005, p.28). This fluidity, according to Gronn (2000) blurs

the distinction between leaders and the followers. It opens boundaries of leadership meaning that classroom based lecturers can make a huge difference to the college leadership. In South African FET Colleges there is a wealth of knowledge and leadership expertise amongst the classroom lecturers that can be identified and utilized in particular situations. These skills should not be stifled but must instead be utilized. These classroom leaders must be invited to engage in leadership activities according to their expertise (Grant, 2005). Bennett *et al* (2003) call this an ‘open boundary’, where expertise is distributed across the many, not the few individuals. In this way, lecturers can be effectively engaged in leadership if the rector and campus managers relinquish empirical power in order to empower the lecturers. It is important to note that it is not just technical aspects that must be relinquished but possibly authority, responsibility and legitimacy to perform a task, in order to make a difference in the FET College, thus improving students’ performance.

2.5.1.2 Distributed leadership as delegated from the head teacher to others.

Distributed leadership can take place through delegation. Gunter (2005) suggests that delegation is one form of distributed leadership that takes a top down approach which she refers to as authorised distributed leadership. In the FET context, authorised distributed leadership takes place when leadership is distributed from the rector to classroom lecturers. Similarly, Bennett *et al* (2003), state that distributed leadership can be positional and informal thus exploring both top down and bottom up dichotomies. However, Harris and Muijs (2005) argue that delegation is not distributed leadership. They state that “within distributed leadership there is a collective leadership responsibility rather than a top down approach” (p.9). Harris and Muijs (2005) further state that it is not about giving others tasks and responsibilities but rather recognizing that the leadership practice is constructed through shared action and interactions. Similarly, Spillane (2006; 2008) supports Harris and Muijs (2005) that distributed leadership is not just delegated but that it emerges through the interaction with other people and the environment. My take on this issue is that South Africa is still in the infant stages of leadership development. The rectors in the FET context are still using their positional power to lead. The Department of Education still requires that rectors be solely accountable for the functioning of the FET Colleges. Because of these dynamics in the country, I suggest a delegated form of distributed leadership, authorised distributed leadership according to Gunter (2005), as a starting point where rectors devolve

power to subordinates. When this form of leadership is in place then other forms of distributed leadership that are more emergent (dispersed and democratic) can be explored.

2.5.1.3. Distributed leadership as emergent from the individual

Distributed leadership is also viewed as emerging from an individual, regardless of the position the person holds in the organization. Bennett *et al* (2003) argue that distributed leadership is not something done by an individual to another. It is not something that can be prescribed or imposed but instead it emerges within the individual. The influence of distributed leadership shifts as different individuals emerge and are influential over others. Grant, in the context of South Africa, asserts that “by allowing distributed leadership to emerge, genuine and sustained changes are more likely to occur and the collaborative ethos with an emphasis on sound teaching and learning are likely to happen’ (2006, p.514).

Emergent distributed leadership take place where the institution functions without formal hierarchical relationships. In this scenario, lecturers take up leadership without being told but on realizing a need. Gunter (2005) characterizes this form of leadership as dispersed distributed leadership. This emergent form of distributed leadership is more bottom-up, through networks, as the individual interests are promoted through groups and through the community. If applied within a college context, this would mean that lecturers (followers) would accept emergent leadership from a person because of the skills, knowledge and expertise the person has in the field she is leading (knowledge power). In this form of leadership, powers relations shift from the formal leader in the college to the Lecturer leader concerned which leads to effective teaching and learning.

2.5.2 The popularity of distributed leadership

Distributed leadership has become a popular leadership idea in the international literature. Harris and Spillane (2008) identify three reasons why distributed leadership is popular and why people and researchers are interested in it. Firstly, they claim that distributed leadership has a ‘normative power’. By ‘normative power’, I mean power that can lead to change. This power reflects

current changes in the school practices which moves control from the SMT and focuses leadership on the “team rather than the individual and places great emphasis upon teachers, support staff and students as leaders” (Harris and Spillane 2008, p.31). Furthermore, its representational powers “represent the alternative approach to leadership that have arisen because of increased external demands and pressure on schools” (Harris and Spillane, 2008, p.31). In the context of the FET College, there has been a change in curriculum delivery, from theory to the combination of theory and practice, which was enforced to meet the needs of the industry and the country at large. The more the college redefines itself, the more distributed, extended and shared leadership practice is likely to become established because lecturers will have a chance of taking up leadership roles. I wish to highlight that, in my view, distributed leadership in the case study FET College is essential because the college is currently shifting from a singular, heroic view of leadership which does not facilitate lecturer leadership and the current needs of the college to a more distributed form of leadership with a hope to include all stakeholders in the matters concerning the college, this was initiated in the recent college strategic plan review meeting.

Another reason for the popularity of distributed leadership is that it has empirical power. By ‘empirical power’, I mean power to make difference through experience to improve performance. This means distributed leadership should make a difference in the FET College and improve learner performance. The current research by Leithwood *et al* (2004) demonstrates that distributed leadership practice is more likely to equate with improved organizational performance outcomes.

2.5.3 Barriers to distributed leadership

There are difficulties associated with the distribution of leadership and practice, both locally and internationally. One of these difficulties involves the structural and cultural barriers operating in institutions. FET Colleges are still traditionally demarcated according to hierarchical levels, position and pay scale (FET Act, 2006), thus exhibiting Gunter’s (2005) sentiment that power has influence and in an organization like a school it is evident in hierarchy, job description and salary scales. In the college context, the campus manager has legal authority, legitimacy and

power over senior lecturers that also have legal authority over lecturers because of their job description and salary scales. These salary scales differ according to differing levels of authority and responsibility. These structures make it difficult to establish fluid and distributed approaches to leadership. To overcome structural challenges, Harris and Muijs (2005) suggest that schools must find ways of removing the structures and systems that restrict organizational learning. In much the same way, FET Colleges need to shift their culture away from a top down model to one that is more organic and spontaneous. I agree with the idea of encouraging the shift of mindsets, culture and hierarchical system, but I have reservations about the reality of restructuring and instant changes of mindsets. My view is that uneven salary scales and job descriptions will continue to create inequality in terms of how leadership roles are shared in FET Colleges.

As firmly established by now, distributed leadership requires those in formal leadership positions to devolve power to others (Harris and Muijs, 2005). Apart from the ego and the status of those who hold positional power, their formal leadership positions place them in the situation where they may lose control over some activities if they relinquish authority to others. This is still a challenge in South African FET Colleges, where powers and decision-making is still central to the rectors and the SMT. Distributed leadership practices would put these rectors in an awkward position because they cannot control all the activities of the college, which makes them maintain the status quo rather than move towards a distributed form of leadership.

Internal college culture and structures thus lead to divisions within the college and campuses that do not allow the lecturers to work together as they are based in different campuses and they are also teaching different subject packages under different faculties. Engineering division lecturers, for example, hardly collaborate with the Business Studies lecturers or even Utility Studies lecturers. These academic structures present incredible impediments to the development of distributed leadership. Concentration of leadership roles within the headship hinders the enactment of lecturer leadership at the FET College.

2.5.4 Criticisms of distributed leadership

The point was made earlier that some critics argue that distributed leadership is projected as the cure all in educational institutions, whereas it should be a perspective or a way of thinking about

leadership. Spillane (2006) supports this position, indicating that distributed leadership is not a blue print for school leadership but a way of generating insight on how it can be practiced. He further affirms that it is a tool to help us think about leadership differently and not a prescription but a description of what leadership is. I agree with Spillane (2005) that, in the context of the FET College, distributed leadership should not be a blue print as FET Colleges are diverse. Instead I believe that distributive leadership should be used as an explanatory construct.

Some researchers also argue that distributed leadership is not a new, stand alone concept. It is viewed as a replica rather than relative of other construct and approaches (Spillane, 2006). These academics frequently use terms like collaborative distributed leadership, shared leadership, co-leadership, democratic leadership, situational leadership, transformational leadership and distributed leadership interchangeably. However, Spillane argues that the difference exists between these forms of leadership. Although, he claims, collaborative leadership is distributed, not all distributed leadership is necessary collaborative, it depends on the situation. Furthermore, Spillane comments that distributed leadership encourages multiple leaders yet multiple leadership does not always occur in democratic leadership because leadership responsibilities lie with certain individuals. Similarly, co-leadership reflects a distribution of leadership. However, distributed leadership involves more. It goes beyond the leader-plus aspect to leadership practice, which takes place through interactions between leaders, followers and the situation (Spillane, 2006). In addition, co-leaders share values and aspirations in order to work towards a common goal.

But Harris warns of the ease with which the term ‘distributed leadership’ can be used, saying:

Distributed leadership has become a convenient way of labeling all forms of shared leadership activity. It is frequently used as a short hand way of describing many types of shared and collaborative leadership practice. Links have been made to concepts such as empowerment, democracy, autonomy even though their relations are not always adequately explained or explored (2007, p.338).

Harris (2007) concludes that looking at distributed leadership as empowerment, democracy and autonomy creates a suspicion that distributed leadership is just a labeling exercise. I agree that distributed leadership should not be just a labeling exercise and it is more than transformational,

co-leadership, shared leadership and collaborative because distributed leadership emphasizes the interaction between leaders, followers and the situation for an effective leadership practice as Spillane (2006) state. It has a potential to transform schools and colleges to improve teaching and learning through the interaction between leaders and followers in particular situations. That is why I used it as my theoretical construct that frames my study

There seems to be implicit tension between the theory and the practical interpretations of distributed leadership. The critics state that theoretically, distributed leadership offers little more than an abstract way of analyzing leadership practice. Practically, it is often contended that distributed leadership is nothing more than shared leadership (Harris and Spillane, 2008). However, Spillane and Harris (2008) counteract this by stating that there is something powerful about distributed leadership because its “multiple agency, multi-phase working is impossible without the reconfiguration of leadership as a practice rather than a role” (p.32). The criticisms of distributed leadership as discussed above shows that there is no universal definition of the term and that each researcher must determine own understanding of it.

2.6 TEACHER LEADERSHIP

The teacher leadership practices rests within the broad framework of distributed leadership theory. Therefore, distributed leadership, in particular, is helpful to provide conceptual clarity around teacher leadership and its rationalization. In turn, teacher leadership provides a starting point in understanding how distributed leadership works in schools (Harris and Muijs). Whatever definition of teacher leadership one assumes, it emphasizes on empowerment and shared activity similar to what distributed leadership states. This section defines the concept of teacher leadership, the different leadership roles that teachers can take up, conditions necessary to develop teacher leadership and the barriers to the enactment of teacher leadership in the school context. I also use the example about the lecturers in the FET College context.

2.6.1 Understanding the concept of teacher leadership

As indicated earlier, teacher leadership is a fairly new concept to the majority of South African educators but it is not new in the international literature. A number of international academics define the concept and explain how it manifests in educational institutions, what its barriers are

and what promotes it (see for example, Katzenmeyer and Moller, 2001, Harris and Muijs, 2005 and Gunter, 2005). However, in South Africa there is still a gap in what teacher leadership is all about and even more so about lecturer leadership. The Task Team report (1996) on educational management development does not refer to teacher leadership but it does state that every body in schools must be given an opportunity to take on management roles.

A large school of thought views teacher leadership as restricted professionalism where teachers exclusively direct and guide the learners in the classroom. On the other hand, there are those who view teacher leadership as extended professionalism i.e. going beyond the classroom where leadership is the process rather than a positional concept (Grant, 2008). This is in line with Crowther and Kagaan (2002) who believe that “a teacher leader is someone more than just a successful teacher” (p.5). This informs us that teacher leadership is viewed differently in different context and countries. Katzenmeyer and Moller (2001, p.5), writing in the United States context, state that “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 education practices”. This view suggests that some countries have moved from viewing teacher leadership as restricted to the classroom, to teachers taking on leadership roles outside the classroom, in the school with other teachers and beyond the school as well. This idea is in line with Zeichner and Liston (1996) who suggest that

teachers cannot restrict their attention to classroom alone, leaving the larger setting and purpose of schooling to be determined by others. They must take active responsibility for the goals to which they are committed, and for the social setting in which these goals may prosper (p.11).

In the context of the FET College, we cannot expect the lecturer to teach in the classroom and then expect others who are not working closely with the students to take responsibility for leadership. Instead, lecturers must take responsibility for matters relating to teaching and learning outside the classroom but within the college as these matters influence what is happening in the classroom. If lecturers can be involved in matters not directly influencing the teaching and learning in the classroom, they will improve their teaching which will improve their students’ performance respectively.

Harris and Lambert (2003) writing in the UK context, state that “teacher leaders are, in the first place, expert teachers, who spend majority of their time in the classroom but take on leadership roles at times when development and innovation is needed” (p.44). Harris and Lambert (2003) point out that teacher leadership starts from the classroom, where a teacher needs to be an expert. In line with this thinking, Howey (1988) argues that “teacher should teach part of the time and at other times assume other responsibilities which enable that teaching and student learning” (p.29). According to these international authors, teaching is the extended profession. They claim teacher leadership should improve teaching and learning in the classroom first and then teachers can move outside the classroom and take on leadership roles where possible. To reiterate, the roles lecturers seize outside the classroom must lead to college improvement.

Grant (2005) defines teacher leadership in the South African context as

a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal leadership role 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 (p. 45)

I agree with this idea that leadership should not be confined to the classroom and that teachers should, in addition, take up leadership roles in their school and local communities as well. This idea is relevant to the lecturers in the FET College context. A lecturer should take on leadership roles within the college, at an inter-college level and in the communities of the college. Furthermore, Grant (2006) argues that the concept of teacher leadership must also include teachers holding formal management positions as well. She writes that, in South Africa, teacher leadership “should always be understood against a backdrop of a fledging democracy emerging from the apartheid history whilst still carrying the legacy of poverty and inequality” (p.522). For South Africa, teacher/ lecturer leadership calls for people who have the vision to transform the country from its apartheid background. Tutors in Grant’s study commented in support of the above claim that in South Africa, a teacher leader is someone who is aware of demands made by the changes in political climate. This awareness can help the teacher leader to have ideas which could be useful in improving teaching and learning. I argue that this is even so in the context of the FET College.

Teacher or lecturer leaders must be influential and must come up with ways of influencing all involved for the betterment of the institution. These leaders can work together or individually to influence their colleagues to “do things they would not ordinarily consider without the influence of the leader” (Wasley cited in Harris and Muijs, 2003, p.436). In line with the notion of influential leadership, York-Barr and Duke (2004) define teacher leadership as “the process by which teachers, individually or collectively influence colleagues, principals and other members of the school community to improve teaching and learning practices with the aim of increased student learning and achievement” (pp.287-288).

This influence must lead to school reform where teachers are supported when taking leadership roles that improve teaching and learning and increase student learning and achievement. I align myself with this idea, because I am of the view that teachers need not work collectively all the time; each teacher, individually, can influence colleagues in improving their classroom performance. I argue for this also in the context of the FET College, that lecturer leaders should influence the systems, culture and hierarchy for the students benefit.

2.6.2. Informal and formal teacher leadership roles

Leadership is classified through the roles that teachers play in the classroom, within the school and outside the school in the community. These roles can either be formal or informal. Leithwood *et al* describes the different formal and informal roles of teacher leadership as follows.

Head teachers, master teachers, department heads and union representatives, representative members of the SGB and mentors are associated with formal roles. Teachers exercise informal leadership in their schools by sharing their expertise, volunteering for new projects and bringing 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 (1999, p.116).

Similarly, Katzenmeyer and Moller (2001) argue that teachers assume leadership roles as facilitators, coaches, providers of feedback and counselors. Beyond the classroom they serve as mentors, peers, teacher trainers and curriculum specialists. Lieberman, Saxl and Miles (1988)

add that “teacher leaders are risk-takers, willing to promote new ideas that might seem difficult or threatening to their colleagues” (1988, p. 150). They further argue that teacher leaders know how to be strong, yet caring and compassionate. This confidence helps them claim and legitimize their positions in the midst of hostile and resistant staff members. In addition, Day and Harris (2003) identify dimensions of teacher leadership roles, which include brokering, mediation and participative leadership. Ash and Persall (2000) add the function of planning, communicating and supervision which constitute the informal roles where formal roles include, for example, subject coordination.

In South Africa, teacher leadership gives hope for teachers to develop leadership capacity as informal leaders while they are still classroom educators. The same applies in the context of the FET Colleges. Lecturers in the FET Colleges no longer need to be appointed formally to management positions to take up leadership roles. According to Singh (2007), informal leadership roles include getting involved in mentorship, engaging in action research and collaborating with parents and communities. Similarly, for Rajagopaul (2007), formal leadership roles include being the representative of the governing body, a union representative, a representative on behalf of the staff development team, or a representative in the SMT. However, Singh (2007) concludes that teacher leadership does not depend on the formally designated roles. In the context of the FET Colleges, lecturers are expected to be assessors, designers of learning materials, material developers, evaluators, managers and researchers (Angelis *et al*, 2001). In short, there are as many formal and informal leadership roles for FET College lecturers to take on, as there are for school teachers.

2.6.3 Conditions necessary to enhance teacher/ lecturer leadership

2.6.3.1 Building a collaborative Culture

In order for teacher/ lecturer leadership to flourish, it needs a collegial context (Singh, 2007). School management teams, for example, need to create the necessary infrastructure for teacher leadership to develop. Harris and Muijs (2005) calls for a ‘shift in culture’ to support teacher leadership. Ash and Persall (2000) contend that many of schools today lack a type of culture that will support and encourage leading. A collaborative culture where teacher development takes

place through mutual support is essential. In a study conducted in England, Harris and Muijs (2005) suggest that teachers are more likely to stay and dedicate themselves to a school where a collaborative culture exists. In the study, it was common to find that the school that had stronger support from the principal and the leadership team, was more effective in term of encouraging leadership amongst teachers.

In South Africa, a school or FET College that wishes to embrace teacher/ lecturer leadership, should create a culture of support, form partnerships with other lecturers in another FET College or with the industry, encourage teams working among staff and create an environment where decisions are shared. This is a challenge in South Africa because the history of apartheid has created a culture of mistrust. According to Grant (2006) “South African history has taught teachers to mistrust, doubt, to work on ones own certainty not to trust anyone in authority” (p.528). Teachers are unaccustomed to working together, delegating, and meeting beside after school hours. Furthermore, a principal of a school or FET College needs to create a culture and infrastructure with leadership possibilities for all stakeholders whether they be the SMT, administrator or teachers/lecturer (Singh, 2007). I agree that having these conditions in place will promote lecturer leadership in my college because lecturers need to network and share ideas, skills, knowledge and materials.

A collaborative culture requires all stakeholders’ involvement. It must not be contrived by the rector of the FET College. If it is made obligatory by the heads it is not collegiality but rather contrived collegiality (Bennett *et al*, 2003). In some schools, principals may influence how and why teachers collaborate and set out time for this. As much as this is collaboration, it is neither spontaneous nor voluntary as stated by Hargreaves (1990) but rather predictable, regulated and compulsory, all of which are features of contrived collegiality. I agree with Bennett *et al* (2003) and Hargreaves (1990) that collegiality can enhance teacher leadership in a school as well as lecturer leadership in the context of the FET College, while contrived collegiality can lead to lecturer leadership resistance in the long run.

Lecturers need persistently to work together to develop initiatives for change in order to create this collaborative culture conducive to distributed leadership and change, thus ensuring effective

teaching and learning to improve learner performance. Harris and Lambert argue in favour of collaborative culture because

collaboration is at the heart of teacher leadership as it is premised on change that is undertaken collectively. For teacher leadership to be most effective it has to encompass mutual trust, support and enquiry. Where teachers share good practice and learn together, the possibility of securing better quality teaching is increased (2003, p.44).

For me, the college culture plays a significant role in developing lecturer leadership. Without an authentic collaborative culture and collegial working relationships, lecturer leadership will not flourish. Therefore, I agree that the rector and lecturers must work together to create a suitable environment for lecturer leadership to flourish.

2.6.3.2 Shared decision-making

Shared decision-making takes place where teachers are given an opportunity to make decisions on behalf of the school on important developmental work. In her case study of three schools in England, Harris (2004) found shared decision and vision creation as two factors that enhanced teacher leadership. One of the respondents in her study commented that “through a shared vision, teacher leadership is facilitated, supported and enhanced within the school” (p.104). In a situation where there is shared vision, teachers have a thorough understanding of decisions made as they are involved from the conception of an idea. The transparency that comes with shared vision and decision-making could promote lecturer leadership at the FET College because lecturers will know and understand what has to be done and the reason behind the actions. If the decisions are shared, lecturers will know what the expectations are and they will be placed to meet those expectations. Similarly, Harris and Lambert (2003) write that “in schools where decisions making is shared, devolved and owned by many rather than the few, the possibility for improvement and development is significantly enhanced” (p.42). This suggests that in the context of the FET College, shared decision-making could not only enhance lecturer leadership development but also lead to college improvement.

Lecturers need to be actively involved and actively participate in decision-making in the process of college improvement. This involvement must not be restricted to the classroom or minor matters that are non academic. Instead, lecturers should also be involved in important academic decision-making processes. This is in line with the thinking of Grant (2005) who is of the view that teachers must be given autonomy to make decisions on matters that affect them so that teacher leadership will be developed. Similarly, Katzenmeyer and Moller (2001) argue that teachers should be recognized as the closest people to the client and if they are not involved in decision-making “there is little chance that a reform effort will succeed” (p.23). To conclude, shared decision-making in a collaborative culture can enhance the enactment of teacher leadership and lecturer leadership because lecturers will have a better understanding of decisions and their implications because of their environment. Leithwood *et al* (1999) support the idea of collaboration and they contend that if teachers are not involved in decision-making, teacher leadership cannot take place. The same can be said of lecturer leadership.

2.6.4 Barriers to teacher leadership

The enactment of teacher leadership is not without problems and local and international literature provides evidence of this (see for example Harris and Muijs, 2005, Grant, 2006, Rajagopaul, 2007). Different authors identify different barriers to teacher leadership. This must not discourage teachers from assuming informal leadership roles but the school must learn from these barriers and come up with ways to overcome them. The barriers discussed in this section are mostly school based. As my research explores the barriers to lecturer leadership in the FET College, the value of comparing these barriers in the different education contexts is obvious, since it will provide future researchers in the FET sector with a base-line from which to work.

2.6.4.1 Hierarchical school structure and autocratic heads

The history of SA has led many schools to continue living in the past at many levels. Some South African schools are still bureaucratically managed and hierarchically organized with autocratic principals who show negativity towards teachers’ attempts to take on leadership roles. Grant (2006) writes about the problem of hierarchical organizational structures which restrict

leadership activities somewhat when those in higher authority feel they know better or do not support ideas of other teachers. She claims that this creates an unpleasant situation. In my opinion, this is one of the key barriers to teacher and lecturer leadership in South Africa. Moreover, bureaucracy and hierarchy have contributed to the creation of structures in both schools and FET contexts that are narrow, and institutional cultures that are contrived, thus distributed leadership seldom occurs.

2.6.4.2 Teachers themselves as barriers

Another barrier for teacher leadership development is the unwillingness on the part of teachers themselves, to take up leadership roles (Harris and Muijs, 2005). These teachers prefer to teach and leave immediately as the bell rings which restricts their leadership to that of the classroom (Grant, 2008). In most cases the teachers that show unwillingness to lead, do not see themselves as leaders beyond the classroom. The reason could be that they are not challenged and encouraged to do so because the SMT is not willing to relinquish their powers. Furthermore, other teachers do not take up leadership roles because they are incapacitated and lack experience to do so (Katzenmeyer and Moller, 2001). If teachers lack experience in the field, they tend to be afraid and shy away from leadership roles. In the Harris and Muijs (2005) study, new teachers were quiet and afraid to speak while the seasoned teachers were vocal and more able to take up leadership roles. This gives an idea that experience plays a role in hindering or promoting teacher leadership. In the same study, the quiet teachers were viewed by other teachers and school management as apathetic and unwilling to take leadership roles, yet in reality they were actually afraid and inexperienced.

Some teachers feel uneasy to take up leadership roles because they believe that they need training. Pillay (2009) writes that “teacher leaders require more knowledge in the areas of finance, budget and time management to participate in decision-making processes” (p.38). I agree with Pillay that teachers and lecturers in the FET College context, need to undergo training to develop their leadership skills and to give them confidence to take up the roles as mentioned earlier in this chapter. A study conducted by Lieberman Saxl and Miles (1988) which involved 17 teachers, reveals that teachers needed to develop their leadership skills with regards to trust

and rapport building, organizational diagnosis, including that of developing the ability to improve the skills and confidence of others. In the case study FET college, lecturers feel that they cannot take on leadership roles without training because they lack the skills and the expertise to do so furthermore, those that have capacity doubt their abilities and believe that effective teaching in the classroom is not lecture leadership. Examples of these claims are discussed in Chapter Four.

The history of South Africa has made some teachers adapt to a hierarchical and bureaucratic manner of managing the classroom. Teachers with this mentality find it hard to collaborate and work in collegial way but these teachers need to change their mindset to think differently so that they see that leadership is not the duty of the principal - every body “can act as a leader” (Goleman, 2002, p.14). Those who see the importance of collaborative work are also often hesitant to take on leadership roles because they do not want to be singled out by their colleagues (Katzenmeyer and Moller, 2001). In line with this thinking Harris (2003) argues that the ‘egalitarian ethics’ (p.234) does not promote teacher leadership in schools. In addition, Leithwood *et al* (2000) establish that “culture of isolation, common in schools, inhibits the work of teacher leaders with their teaching colleagues, as do the associated norms of egalitarianism, privacy, politeness and contrived collegiality” (p.116).

2.6.4.3 Lack of time

Busy teacher schedules and lack of time to do extra work have also been identified as barriers to teacher leadership by Grant (2008). Similarly, Smylie and Denny’s (1990) study of 13 teacher leaders concluded that lack of time to adequately perform leadership functions, made it difficult for teachers to perform new tasks assigned to them. In a local research project in South Africa, three Pietermaritzburg schools revealed teachers’ disinclination to take up leadership roles because they felt it was time consuming (Rajagopaul, 2007) and impacted on their private lives. Teachers felt that time should be set aside and built into the teaching timetable for them to collaborate on leadership initiatives. In other words, teaching time must be reduced to accommodate collaborative activities including staff meetings, planning and professional development. In Bartlet’s study of teacher leaders in two reforming schools, cited in Lieberman and Miller (2004), it was found that in one school, teachers lost out on leadership because they

could not teach and lead at the same time. Doing both these task took its toll on their personal and professional lives.

To overcome time barriers, besides building the leadership activity time into the timetable, Crowther *et al* (2005) are of the view that teachers should be remunerated for the ‘extra work’ so that they will be motivated to take on more roles. Similarly, Barth (1988) writes that “recognition replenishes a teacher, both professionally and personally” (p.641). He further argues that he has seen public recognition improve teachers’ classroom performance, their morale, their commitment to teaching and their relations with colleagues. This is what is required to improve teacher leadership. I partially agree with Crowther *et al* (2005), that remuneration is needed but in the context of South Africa I argue that it need not always be a financial reward. It can be any form of reward that will yield motivation and recognize the teacher and also lead to personal growth. However, remunerating teachers for their initiatives can be perceived as contrived collegiality because some might do it for reward purposes only.

A further comment in relation to time as a barrier to teacher leadership is that it can be time consuming if education institutions are large with multiple sites, as in the case of the FET College in this study. Such a situation makes it hard to interact with other lecturers across campuses. It takes some time to bridge the literal space from one campus to the other. I align myself with Harris and Muijs (2005) who argues that geographical separation makes it difficult for teachers to connect. This is even more so at my FET College level because the college where I work has five campuses with staff that are expected to collaborate across sites. The latter creates a barrier to lecturer collaboration and shared decision-making because lecturers cannot often meet. In a school context, Grant and Jugmohan (2008) observe that the literal space, between home and school, in which teachers needed to commute daily, resulted in a loss of time due to traveling. I also argue that at the FET Colleges, the distance can result in a loss of time when lecturers need to commute to other campuses for meetings and collaborative activities. However, Kraak and Hall (1999) point out that the alternative form of communication such as telephone, emails and transport can be used to bridge the distance but that these are sometimes expensive. Moreover, Smiley and Denny (1990) argue that time taken for working outside the

classroom which may be, in my study, at another campus, probably interferes with time needed for students in the classroom.

2.7 CONCLUSION

The traditional leadership models of heroic leadership have failed to bring about improvement in South African schools because leadership has for decades been viewed as a principals-only activity. The notion of distributed leadership and teacher leadership is a relatively new idea which hold potential in terms of improving school success. In the FET College as in school schools, leadership has been viewed as the Rectors' and Campus managers' activity that has nothing to do with the lecturers in the classroom. The latter idea is in line with education policies which suggest that leadership must be shared and is a process in which all stakeholders engage (Norms and Standards for Educators No.208844; Further Education and Training Act 16 of 2006; South African Schools Act no 84 of 1996).

Points transpiring from this view are that leadership is a concept that does not have one definition that is linear but is defined according to the context and situation in which it finds itself. Furthermore, teacher leadership is not only for those holding formal management positions in the hierarchy, but includes both formal and informal leadership. The role of those in the formal leadership positions is to create conditions for others to lead. Furthermore, literature calls for the kind of leadership that is distributed. Here distributed leadership is not something done by one person to the other but should emerge from the individual and should take place through the interactions between the leader, the followers and the situation.

Local and international researchers suggest that teachers should be empowered to take on leadership roles without fear. Many teachers are not taking on leadership roles because they lack skills, knowledge and confidence. Simultaneously the issue of incentives, where teachers are awarded for taking leadership roles, needs further consideration as it can enhance teacher leadership in schools. In addition, incentives can cover time and effort put in doing 'extra work', of taking up leadership roles within and beyond the schools into the community. Moreover, the

schools and colleges need to have a kind of structure that will allow shared collaboration and participation of all staff in the institution.

The next chapter discusses the methodology and the research design of this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to present the methodology used for the study as well as the chronological design of the study in order to answer my two research question. To remind the reader, the aim of this study was to explore the concept of teacher leadership and to determine the extent of teacher leadership enactment in an FET College context. I have taken the liberty of adopting the term lecturer leadership which is most suited to the FET context as explained in chapter one. I elected to adopt a case study approach as I wanted to obtain an in-depth, rich and nuanced understanding of lecturer leadership, through a distributed leadership framework, in the FET College in which I worked.

The following key research questions governed this study:

1. How is lecturer leadership enacted in the FET College where I work?
2. What factors hinder or promote this ‘enactment’?

This chapter discusses the interpretive paradigm used in my study along with the case study as a methodology. The literature around the case study as an approach as well as the literature on the interpretive paradigm is used to explain the choice of methodology and paradigm as well as how these are best suited to answer my research questions. Furthermore, the context of the study is presented through a brief profile of the FET College in which I work. In addition, description of data sources, and the sampling of participants is discussed. Moreover, the data collection section explores the data collection process and how data were collected over the period of six months from the fourth college term in 2008 to the end of the first college term in 2009. The same section explores the research techniques used to collect data and determines their appropriateness in answering the research questions. A brief explanation of the data collection methods, piloting strategies and the purpose of using those methods is discussed. In addition, literature relevant to each data collection method is discussed to validate the choices I made and the limitations of each of these methods are also highlighted, issues of access and ethics are discussed,

Subsequently, the data analysis section explains the way data were analyzed both deductively and inductively, an iterative process.

3.2 THE RESEARCH PARADIGM

My own world view determined the research paradigm I positioned myself in. By this I mean that I located my study in the interpretive paradigm because I believe that meanings are socially constructed by people rather than through external forces. Since people create their own meanings, multiple truths are possible. For me, this study proposed to find out how lecturer leadership was enacted in the college under study and explored what factors promoted or impeded the enactment, consequently the study fitted well within the interpretive paradigm. Thus, I could align myself with Cohen, Manion and Morrison (2007, p.21) who write that “the central endeavor in the context of the interpretive paradigm is to understand the subjective world of human experiences”. To explore how lecturers who did not hold any formal leadership position understood the notion of lecturer leadership, it was necessary to understand their world and experiences by seeing through their eyes and sharing their perspective on their understanding of the concept of lecturer leadership and how they attempted to enact leadership at the campus. Furthermore, I used multiple data collection methods to uncover the multiple truths of the three lecturer leaders I tracked and observed.

In my study, I considered lecturers’ personal responses, their views and experiences in their natural work setting. I considered the college context when analyzing and reporting the findings because of Neuman’s emphasis on the purpose of data analysis in interpretive research viz. that it requires “the systemic 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” (2000, p.74). In my study, I needed to understand the participants’ values, beliefs, understandings and meanings they held about the concept of lecturer leadership in order to obtain an in-depth understanding of the phenomena under study. That is why I agreed with Cohen *et al* (2007) idea that social science research studies human attitudes, beliefs and perceptions. Likewise, McMillan and Schumacher (1993) agree that the interpretive paradigm is about interpreting situations of human beings and giving

meanings to them. According to these writers, people interpret similar situations in different ways because their thinking, perceptions and experiences differ, therefore multiple interpretations are possible.

The kind of research which claims to be value free, that the world is stable and that there are patterns that can be discovered (Cohen, Manion and Morrison, 2007), like positivism, did not serve the purpose of my study. The positivist ontology, Cohen, Manion and Morrison explain, is driven by the natural laws which are considered unchangeable regardless of time. My data showed, however, that the beliefs and experiences of my three participants were not similar, but changed according to different situations and different contexts in which they worked. I did not work from the premise that conditions and situations of these lecturers could be controlled and I knew I could not stand outside the phenomenon being studied. As a result, I knew that using the positivist approach could not work for me. On the other hand, the critical paradigm which is concerned with the emancipation of those without power was also not appropriate for my study because the purpose of my study was not to *change* the experiences of my three lecturer leaders, but simply to identify and describe them. In summary, the interpretive approach served my research purpose best.

3.3 METHODOLOGY

As already indicated, I employed a case study approach in this study. I aligned myself with Mouton (2004, p.149) who is of the view that “a case study is the qualitative methodology that is aimed at providing in depth description of a small number of cases” (in my case, only one). Furthermore, Anderson and Arsenault (1998, p.152) assert that “case studies are a useful way to systematically look at a specific case, collect data, analyse and interpret findings within the context and report results”. With these two definitions in mind I chose to use one campus of the FET College at which I work as my own case and focused on three lecturers as my unit of analysis. This enabled me to acquire a deeper understanding of lecturer leadership practice within this campus.

Yin (1994, p.13) describes a case study as an “empirical inquiry that investigates a contemporary phenomenon within its real-life context especially when the boundaries between phenomenon and context are not clearly evident”. I tracked the three lecturers (unit of analysis) for a period of six months because I wanted to get a nuanced description of their leadership at the FET College (case) through their lived experiences. Aligned with Merriam (1998), my aim as researcher was to capture the reality of the participants lived experiences, perceptions and thoughts about the phenomena. The three lecturers as my primary research participants, shared their opinions, thoughts and experiences with me about the notion of lecturer leadership in the FET College studied. The lecturers’ responses were collected as textual data (Cohen *et al*, 2007) through interviews, journaling process and observations.

3.4 RESEARCH SITE

As said earlier, the research site was one of the campuses in the FET College where I work. This college is one of nine FET Colleges in KwaZulu-Natal. The college has five campuses situated in the major city and two skills centers situated in a more rural area near the major city. The college has a separate central office where the college Senior Management Team (SMT) and administrators are based. The college offers Business Studies, Utility and Engineering Studies pre-matriculation, (those who passed grade 9) and post-matriculation (those who passed grade 12) courses. Short skills programmes, including plumbing, information technology and other engineering related skills courses and learnerships, including business start-up, tooling, carpentry and clothing and textile are also offered to employed and non-employed students. The college offers full time, part time and distance learning modes of study.

The campus where I conducted my research is purely a business studies campus offering marketing, office administration, tourism and secretarial courses. The enrolment figures for the second semester of 2008 were estimated to be 1300 students in both the National Certificate Vocational (NCV) and the National Education (NATED) programmes. I have identified these programmes as different because the NCV is the new curriculum that was introduced in 2007 and the NATED programme is in the process of being phased out. At the start of my research in the second semester of 2008, the Campus Management Team (CMT) included a female,

coloured Campus Manager, two senior lectures, black and coloured middle aged females and 31 lecturers not in formal management positions, whereas the Senior Management Team (SMT) included the male black college Rector, one white female and one black male Deputy Rector. The CMT were in formal positions of management appointed by the college according to the FET Act 16 of 2006 as explained earlier in this chapter, and they all had formal teaching qualifications. The campus was dominated by female lecturers which made up about 65% of academic staff. On average, lecturers had six to ten years teaching experience, with an average qualification of matriculation plus a first degree. Because of the history of the FET Colleges as explained in Chapter One, approximately 40% of lecturers did not have a teaching qualification. However, the recent changes in the FET Act have led some lecturers to study towards the National Professional Diploma in Education (NPDE) course.

3.4.1 Access issues

Prior to the inception of my study, I sent letters to the Rector of the college and the Manager of the campus where I wished to study, requesting consent to conduct my research (see Appendix 1). I followed Gay, Mills and Airasian's (2006) advice, and the requirements of the University's own Research Office, that the researcher must seek permission from the participants before the study commences. These letters provided details of the study and the reason for choosing the campus and the college as the research sites. I wrote another general letter to all lecturers based at the campus (see Appendix 2), and a specific letter (Appendix 3), to the three lecturers I had identified as my lecturer leaders, requesting their support and assistance in collecting data. I included my contact details and my supervisor's contact details in these consent letters. All participants, including the Campus Manager, gave me written consent to conduct my research at the campus and stated their willingness to participate. The originally signed consent letters, with participants' names and letterhead of the FET College under study, are not included under the appendix section rather they are stored separately to avoid disclosing the identities of my participants.

3.4.2 Sampling issues

A non probability sample that was opportunistic and purposive in nature was used to select the college as the site of study. I chose my place of work for easy access to participants and the

necessary documents over the period of two terms. McMillan and Schumacher (1993) state that purposive sampling happens when the researcher make specific choices about who to include in the study. According to Cohen *et al* (2007), convenient or opportunistic sampling involves choosing the nearest individuals who are easily accessible to serve as respondents. Furthermore, the sample can be chosen because of convenience and being knowledgeable and informative about the phenomena. I had a similar motive when choosing my place of work since I was familiar with my own FET College and particularly the campus at which I was based. Furthermore, it was convenient to do field work over the six month period since I was at the college most of the time and able to observe the participants closely during this period. Furthermore, I found it easier to gain the trust of the participants because they were my colleagues and we understood each other well. I aligned myself with Bell (1999) that the researcher has to be accepted by the people studied; in this case I can confidently say that a nuanced understanding of lecturer leadership was obtained because of these trusting relationships.

The participants involved in my study included three lecturers that fitted the criteria of a lecturer leader according to Harris and Lambert (2003, p.44). In other words, they are, in the first place, expert teachers who spend the majority of their time in the classroom but take on leadership roles at times where development and innovation is needed”. I used convenient sampling when choosing the three lecturer leaders because they work on the same campus as I do. Below I state the reasons why each of the three lecturer leaders was chosen for this study whereas in Chapter Four, I provide a comprehensive explanation of these participants so that the reader can obtain contextual understanding

3.4.2.1 *Lecturer Leader A*

I chose this participant because of the leadership roles he displayed in the marketing subject committee where he was a deputy chairperson, as well as for the recognition he received for a number of successful college learning activities he planned including, market days and motivational talks. This is in line with Katzenmeyer and Moller’s (2001) writings that ”teacher leaders must possess the technical skills required for programme improvement and uses them

together with broad knowledge base about education policy and subject matter” (p.34). This is applicable to this lecturer leader in the context of the case study FET College.

3.4.2.2 Lecturer Leader B

I chose this female lecturer because of her caring nature and the leadership roles she displayed in her classroom. This is in line with Ash and Persal (2000) that “teacher leadership embraces the view that the process of teaching itself is a quintessential leadership function and rejects the notion that only activity outside the classroom constitutes leadership (p.20. Therefore, for me, the lecturer leader need not play leadership roles inside and outside the classroom respectively.

3.4.2.3 Lecturer Leader C

I chose this female lecturer because of her leadership role in the tourism committee and the way she keeps the students needs at heart. She had thorough knowledge of her subject area. My choice was supported by Harris and Muijs (2005) who point out that teachers (lecturers in my context) emerge as leaders if they develop high levels of skills within their areas of expertise which are associated with strong pedagogical knowledge and subject knowledge.

The introduction of the FET Act 16 of 2006 led to a high staff turnover because chapter four of the Act gave the FET College powers to autonomously control the college and employ its own staff. In the context of my study, some staff members (12 lecturers in the campus studied) chose to remain employed by the Department of Education. They did not want to transfer to the employ of the college. Lecturers that opted to remain with the Department of Education were deployed to high schools and were replaced with new inexperienced staff. This was applicable across all 50 FET Colleges in the country. This transfer of staff took place during the second term period of my study and impacted on the sampling of the participants because some of the lecturers that I initially selected as lecturer leaders in my study were deployed to schools and other institutions.

3.5 DATA COLLECTION: PROCESSES AND METHODS

In this study, a three level, 'mixed mode' research process was used to collect data. Multiple forms of data were collected to best answer the research questions. The data were collected over the period of six months from the beginning of the fourth business studies college term in 2008 to the end of the first term in 2009. I specifically chose the fourth term because it is traditionally known as the term of examination, evaluation and assessments. During this term in 2008, there were a number of activities that took place in a variety of situations and it was possible to see whether lecturers were taking-up leadership roles and what roles they enacted. It was also an important time during which they interacted closely with others in a range of practices which afforded me the opportunity to study them. I selected a *first* term to collect data as well because it is a busy time of the year in which there are many prospects for lecturers to take up leadership roles, for example, during student registrations, timetabling, subject packaging and duty allocations.

The first of the three phases of data collection indicated above included collecting contextual data using an observation schedule adapted to a FET College context (see appendix 4), from October 2008 to end of first term 2009. I used the observation method because it provided a powerful insight into the enactment of lecturer leadership in the context of the FET College. Furthermore, during the same phase, all lecturers in the campus were asked to complete a lecturer leadership survey questionnaire. Lecturers completed a different questionnaire from the SMT because I planned to establish the factors that promoted or hindered lecturer leadership in both formal and informal leadership positions.

The second phase of the data collection process reflected a more qualitative approach where I held a focus group interview with my primary participants (the three lecturer leaders), about their understanding of leadership and their perceptions and experiences around the concept of lecturer leadership. This was done after the survey in October 2008. The third phase of the process included the journaling process where the identified lecturers reflected in writing about their leadership roles during the six months period starting in October 2008 to March 2009. During the same period, lecturers were observed in their own context in order to support the data collected

through the use of other data collection methods. In addition, individual interviews were held with these three lecturers in March 2009. I had intended to use document analysis as a data collection method but I was unable to because of the non availability of adequate and relevant documents to analyze. Most documents I managed to access did not cover the specific aspect of leadership as required by my research. Furthermore, I could not access some documents like the council meetings documents because they were not for the public domain.

The following table illustrates the data collection methods used for the study and the specific periods in which the data was collected. Some of the methods were used across the six months period such as the journaling process, lecturer observations and college observation. Other data collection methods such as survey questionnaires, focus group interviews and individual interviews, were done in the specific months shown below.

Data collection timeline

Data collection method	Time frames
1. Survey questionnaire	October 2008
2. Focus group interviews	October 2008
3. Journaling process	October 2008 to March 2009
4. Observation of lecturer leaders	October 2008 to March 2009
5. College observation	October 2008 to March 2009
6. Individual Interviews	March 2009

The choice of data collection methods used in a study depends on what the researcher wants to find out and the characteristics of the research problem (Walliman, 2005). The following subsections discuss the data collection methods used in my study. I further explicate when each method was used (according to the time line above) as well as why each was used. The strengths, constraints and challenges of each data collection method are detailed, as well as how I conquered those constraints and challenges.

3.5.1. Survey Questionnaires

In the first phase of the data collection process, survey questionnaires were administered. This quantitative method was used because it was a cheaper and easier way of obtaining large amounts of data. I was also aware, as Bell (1999) states, that causes for actions cannot be proven using this method and also that questions can be ambiguous and mean different things to different people. However, as this was first of many methods, this was not a grave concern to me. All lecturers were asked to complete lecturer leadership questionnaires in October 2008 (see Appendix 5). The Campus Management Team (CMT) completed a dedicated questionnaire (see Appendix 6), different from the lecturers' questionnaire. The return rate of the lectures questionnaires was 74% whereas I had a 100% return rate from the campus management. I perceived these to be good return rates because they were well above 50%. Both the lecturer group and the CMT group were given approximately one week to complete and return the questionnaires. While the questionnaires were designed in the main to capture quantitative data, I ensured that both CMT and lecturer questionnaires had a section with five open ended questions. This was done in order to find out the patterns that are observable and make comparisons between the responses of different lecturers. Cohen *et al* (2007) recommends the use of open ended questions because they enable participants to write a free account on their own terms to explain and qualify their responses.

This questionnaire was piloted a number of times. It was initially developed by a Master of Education student at the University of KwaZulu-Natal. The same questionnaire was adapted and used by the Bachelor of Education Honors students at UKZN in 2008. As members of the Master of Education 2008-2009 group, we adopted and adjusted the questionnaire according to the previous students' recommendations as well as to suit our own research questions. Before using this questionnaire, I also checked the wording and phrases and made adjustments to questions that best suited the lecturers and the campus management in the FET College context.

3.5.1.1. Administering the survey questionnaire

With the help of the Campus management, I called a staff meeting in October 2008 where I gave lecturers a briefing about the study and the questionnaire as a data collection tool. Questionnaires were issued immediately after the briefing. Some participants completed the questionnaire immediately, while others wanted some time to read it through more carefully before completing

it, keeping it in some cases, for a week. One lecturer withdrew from the process and I respected her choice. She also returned the uncompleted questionnaire already given to her. Thus, some questionnaires were administered in my presence while other questionnaires were taken home. In both instances, I did not interfere with the process. Some participants omitted specific sections in the questionnaire, especially the open ended (section D) towards the end. I did not want to exert pressure on the participants so I gave them space to complete the questionnaire at their own pace.

The concerns I had about the use of the survey questionnaire was that it was difficult to verify whether all the participants understood the questions because I was not available to clarify questions. Furthermore, in my study, some participants clearly discussed the responses for the open ended questions because I was able to identify similar responses in some of the returned questionnaires. However, despite the limitations, questionnaires can be administered to a large group of people, like I did at the college. The quantitative data collected was analyzed using the Statistical Package for Social Science programme (SPSS). This method allowed me to standardize the questions and control the amount of data received. However, bearing the limitation of quantitative methods in mind, I was careful to include a range of qualitative methods to ensure a rich case of lecturer leadership.

3.5.2 Focus group interviews

I started my interviewing process with a focus group interview, in October 2008, because I wanted to understand my three primary participants better, create a good rapport with them, and I wanted them to feel at ease and safe being with each other rather than being alone in an individual interview right at the beginning of the process. Moreover, I used this method because it can stimulate the memory and thoughts of the participants as they work in a group. The session took only an hour. The participants chose the time and meeting venue because I wanted them to be comfortable and feel at ease to answer the questions and raise issues and concerns. I purposely excluded the CMT because my focus was on lecturers who did not hold any formal management positions. I also wanted to give the lecturer leaders enough space to express themselves and to solicit the barriers to lecturer leadership development at my FET College in a non- threatening environment. I used an interview schedule (see Appendix 7) which consisted of

closed and open ended questions, some of which were designed to build rapport, prompt discussion and focus discussion in the proper direction, as suggested by Morgan (1994).

Before the commencement of the interview, I explained the reasons for the focus group interview and encouraged my participants to share their views about their leadership experiences at the campus. Participants were assured of confidentiality with regards to their responses during the interview and that their identities would not be disclosed. I asked participants to keep what was discussed in the interview confidential. In addition, I followed Wellington's (2000) advice in making sure that seats were well arranged for both participants and the researcher to see each other and maintain eye contact.

I used the audio tape to record the interview session after getting consent from all the participants. I opted to use the tape recorder because I wanted to capture accurate data, and avoid omitting important data from the interview sessions. According to Verma and Mallick (1999), the tape recorder does not only provide accurate data but also records interviewees actual words, through the inflection of their voice which can be an additional priceless source of data. However, I overlooked the fact that when using the tape recorder too much time is taken up when transcribing the data. Now, I agree with Wellington (2000, p.86) that "tape recording can generate a large amount of data that is time consuming to transcribe". However, despite this limitation of using the tape recorder, using a tape recorder allowed me to maintain eye contact during the interview as I did not have to take notes. Sometimes using the tape recorder may 'put off' the participant and create unnecessary anxieties, a situation which materialized during my focus group interview. During this interview, I was acutely aware of the anxiety from one of the participants as she kept on looking at the tape recorder and speaking with an unfamiliar accent until I emphasized the issues of secrecy and discretion. I suspected that the participant was trying to hide her vocal identity with the new accent she instantly adopted.

My use of a focus group interview conducted early in the study provided an inexpensive and efficient way of collecting data. According to Bell (1999), there is no rule about the number of participants in a focus group interview, but if the group is too large it will not give everybody a chance to air their views and it can take a long time, which may be exhausting to both the

participants and the researcher. However, this was not a limitation in my study as I only had three participants. While conducting the interview I said very little but instead directed the conversation back to the participants as often as possible because I wanted the lecturer leaders to talk about their leadership experiences in the campus without my interference. I used a focus group interview because, according to Wellington (2000), it allows participants freedom to raise issues that are so important to them rather than a set of predetermined questions drawn by the researcher. Furthermore, in my study, data collected through the focus group interview was trustworthy because all three participants worked at the same campus, they knew each other very well and, as a result, they could rule out false or extreme views should they arise. However, the limitation of using such a method was that confidentiality of participants could not be guaranteed. In my study, this prevented some participants from expressing themselves freely until I re-assured them of confidentiality.

3.5. 3 Reflective Journals

The second phase of data collection included the journaling process where the participants reflected on their leadership roles twice a month, over the two term period. According to Wellington (2008, p. 118), journals provide an “additional source of documentary data which can explore the experiences, activities, thoughts, behaviour and perceptions of the informants”. This means that participants provided their own versions and interpretations of events and situations in the institution. The participants completed seven journal entries in a period of three months. Entries were guided by a set of structured questions (Appendix 8). Their reflections included providing a description of a critical incident, around the context of lecturer leadership, in a particular period as well as their feelings pertaining to that situation. This was done to reveal their perceptions about lecturer leadership and what truly made them leaders in their contexts. In doing this, I applied Bell (1999) ideas that by recording significant occurrence, the reflector can possibly give a more detailed version of the occurrences. That is why I gave them journal books to record specific daily occurrences. These journal books did not limit their writing but instead encouraged the lecturer leaders to write as much as they could on a particular issue.

During the journal writing process, I learnt that it was very difficult to get the participants to keep their journals and record consistently over the long period of three months. I discovered that

trust was very important for the participants to provide honest data. If trust was absent, I realized that participants would become uncomfortable and hesitant to raise sensitive and confidential issues in their journals (Cohen *et al*, 2007). Motivating and encouraging the participants to reflect by continually monitoring their progress and making encouraging comments, helped to overcome the above mentioned challenge. Although I was acutely aware that writing up the journals took much time, I was happy that all three lecturers were willing to write and completed the seven entries by the end of the study.

3.5.4 Observation

As stated earlier, the research process included collecting data using an observation schedule adapted from one usually used in a school context (see Appendix 4). Foster (1990) defines observation as “a matter of collecting information about the nature of the physical and social world as it unfolds directly via the researchers senses, rather than indirectly via the accounts of others” (p.13). I observed activities and actions on campus whenever the opportunity presented itself over the period of six months (both first term 2008 and fourth term 2009 of the business studies calendar) in order to directly examine the physical and social world of the participants through my own senses.

At the time of study, I had worked in this FET College for more than ten years and I therefore knew this college well. However, I had to observe with a critical eye and watch actions and situations that would help answer the research questions. Not only did I observe the practices of the college as a whole, I also observed the three lecturer leaders in different settings including the classroom and the campus environment. To systematize this observation process, I used a lecturer-leadership observation schedule (see Appendix 9) and the ‘zones and roles’ model of teacher leadership developed by Grant (2008). To suit my context, I adapted this instrument to a lecturer leadership observation schedule. At this phase, I observed where these lecturers took on leadership roles to determine how lecturer leadership was enacted in my College and in which zones and roles it happened.

I used the observation technique because it provided me with detailed information about aspect of the college life which could not be provided by other methods. I witnessed what happened in

the classrooms of the lecturer leaders and got first hand experience with regard to the enactment of leadership in the zone of the classroom. Furthermore, observed data yielded primary data which was more accurate because I witnessed it. Through observation, I was able to detect what the participants were not willing to disclose during the interview process. However, a limitation of observation is that it may provide a partial view of behaviour which may cause bias and inaccuracy thus leading to invalid and misleading data (Bell, 1999). To avoid this, I requested an explanation from participants about their intentions, motives, perspectives, and the meaning they gave to a behavior in order for me to understand better the nature of their actions.

During the observation period, I noticed that some of the participants positively changed their behavior and attitude towards the enactment of lecturer leadership. I observed that the change in behavior was transmitted to other lecturers that were not directly part of the study. I agree with Foster's (1996) that people can change their behavior if they know that they are being observed. The challenge I encountered with observation techniques is that it took a lot of time. Deciding what to record is difficult, doing observation and note taking simultaneously is even more complex. I agree with Nisbet that "observation is however not a natural gift but a highly skilled activity for which an extensive background knowledge and understanding is required and also the capacity of original thinking and the ability to spot significant events. It is not certainly an easy option" (1977, p.15). The following section describes the individual interview process.

3.5.5 Individual Interviews

The individual interview (see Appendix 7b) was the final method of data collection, which is why I have decided to discuss it last. Each participant was interviewed individually, unlike in the focus group interview where all three participants were interviewed together. The purpose of individual interviews, in this study, was to confirm and verify the findings of other four data collection methods already used in order to crystallize existing ideas in the data. Similar to the focus group interview conducted early in the data collection process, the semi-structured, individual interviews were used as the data collection instrument because according to Gay, Mills and Airasian (2006), an interview permits the researcher to obtain data that cannot be obtained through observations. It allowed the researcher to probe further and ask questions of

‘why’ and ‘how’. Furthermore, Bells (1999) defines the interview as the conversation between two or more people which are the researcher and the participants. It is different from the day to day conversation because the researcher asks questions and records the responses. I opted for the semi structured interview because interviews could guide me to narrower issues which were more relevant to answer my research questions. Furthermore, I wanted to combine the semi-structured questions and also probe more about the situations that presented themselves during the interview session. This tool consisted of both closed and open ended questions. In these interviews I investigated the respondents’ views and perceptions of how lecturer leadership was enacted in our college. I used critical incidents and issues raised in the journaling process to get in-depth data and also to verify the reliability of data.

Similar to the focus group interview, I used a tape recorder after obtaining consent from the participants in order to collect accurate and verbatim descriptions of lecturer leadership from the participants’ perspectives I checked the transcript against the data recorded for accuracy. I also gave back the transcripts to the participants for verification to align myself with Wellington (2000) who writes about the importance of transcribing and verifying the data.

Questions asked during the three individual interviews were short. I aligned myself with Powney and Watts’ (1987) who emphasize that the researcher must design questions that are short and precise. That is why my interviews were conducted in simple English without the academic jargon that could end up confusing the participants. Most of the interview questions were derived from either their journal reflections or my observations. At this point in the study, the participants had a better understanding of the concept of lecturer leadership because they had unpacked and interrogated the concept in almost all the data collection methods used. Through the interview process I collected thick, in-depth data from the three participants because I had created rapport with my participants and they were comfortable with me.

I had to repeat the interview with one of the participants because the data recorded could not be recovered from the cassette. However, despite this one problem, the tape recorder was an important instrument for gathering accurate data. Other factors that interfered, on occasion, with the quality of the data collected was my tendency to ask leading question which, as noted by

Powney and Watts(1987) direct the participants to what the researcher wants to hear, rather than what the interviewee wants to say; and asking ‘double barrel’ questions, meaning I combined questions and then expected one answer. This confused the participants. I should have had each question stand alone rather than asking them in an ambiguous way. Questions like these are referred to by Powney and Watt (1987), as ‘catch all’ questions, because they ask two different things in one question. However, as has been said several times before, to overcome the limitations of any one data collection method, I used multiple methods. For example, to deal with the limitation of observations I used interviews where I could probe further if the participants’ responses were unclear.

3.6 DATA ANALYSIS

Data analysis involves organizing, and interpreting data so that it makes sense to the readers. There is no single or ‘right’ way of analyzing and presenting data because it is always influenced by the number of data sets and people from whom the data is collected (Cohen *et al*, 2007). In my study, I became aware that data analysis was not the last phase of the research process but it occurred concurrently as I collected data. Thus, I aligned myself with Neuman who says that “analysis is less a distinct final stage of research than a dimension of research that stretches across all stages” (2000, p.405).

In the second stage of data analysis, qualitative data were analyzed. I followed McMillan and Schumacher (1993) recommendations to develop and organize data. Firstly, I read through all the data collected from the interview transcripts, observation field notes, reflections from the journals and logically numbered each page for reference purposes. I wrote down the ideas as they emerged, along the margin of the data collection instruments and coded them. Furthermore, I organized the codes along the margin, into categories, where similar ideas of each lecturer leader were put together, regardless of the data collection instrument, so that I could identify patterns and themes emerging from the responses of each of the three lecturer leaders. Gall, Gall and Borg (2005, p.315) call this an “interpretational analysis” because it involves “a systematic set of procedures to classify the data and ensure that important themes, constructs and patterns emerge”. Thirdly, I synthesized all the segments by writing down the list of themes that had

emerged. These included (i) personality traits of the lecturer leaders, (ii) understandings of the concept of lecturer leadership, (iii) aspects of the college culture, and (iv) barriers to lecturer leadership

In the third stage of analysis, Spillane's (2006) concept of leadership practice was used to determine the extent of leadership interactions between the leader, follower and the situation. Furthermore, I used Gunter's (2005) distributed leadership characterization as a framework to determine how leadership was distributed in my college. I synchronized data collected, with Gunter's characterization, to determine whether lecturer leadership was dispersed, authorized or democratic as discussed in Chapter two of this study. In addition, I used Grant' (2008) zones and the roles model of teacher leadership (Figure 1 below) as an analytical tool to see in which zones and roles which the three lecturers led and to determine their understanding of lecturer leadership.

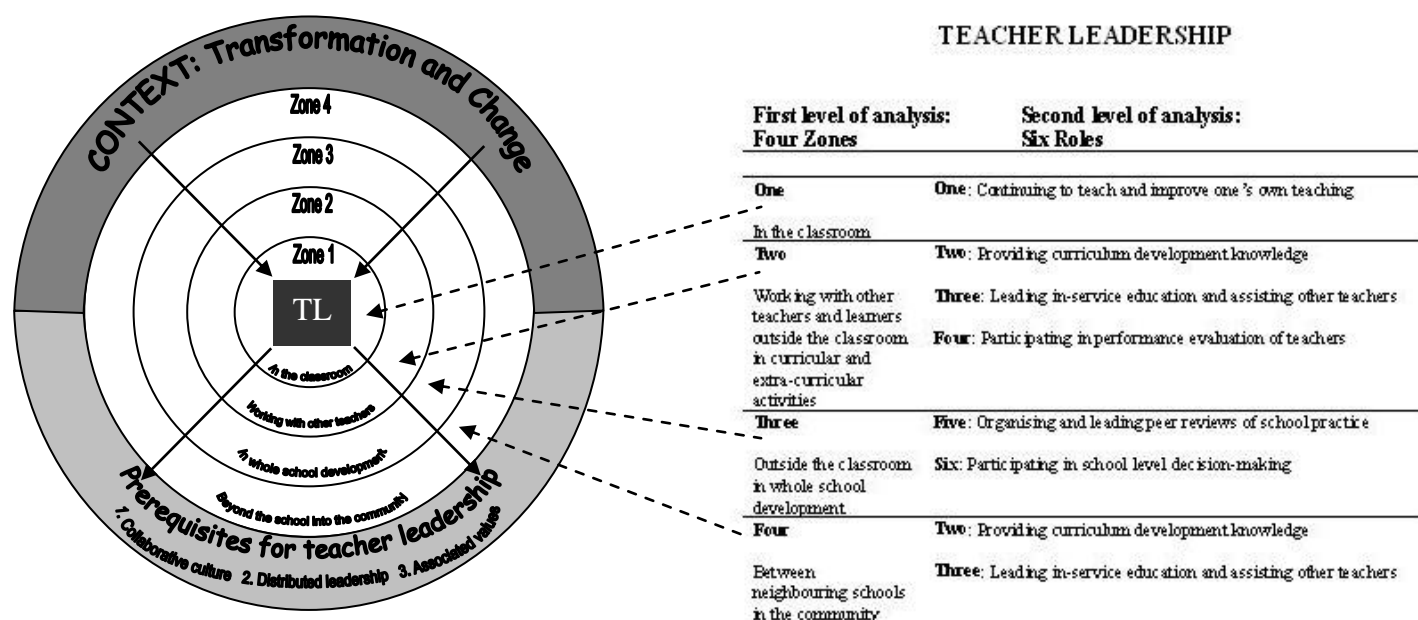


FIGURE 1: Zones and roles model of teacher leadership development (Grant, 2008, p.93)

3.7 TRUSTWORTHINESS OF THE STUDY

I perceive my study to be trustworthy because it collected the data I intended to collect. Furthermore; I used multiple data collection methods within the six month period in order to identify multiple perspectives of truths about participants' realities through a crystallizing process. According to Erlandson et al (1993, p.29), trustworthiness refers to scientific enquiry that is able to "demonstrate truth value, provide the basis for applying it and allow for external judgment to be made about the consistency of its produce and neutrality of its findings or decisions". In this qualitative study, I intended to find the multiple truths that informed the lecturer leaders' actions and beliefs in keeping with the interpretive position that 'truth' is socially constructed and subjective. As original words of the participants were elicited, this contributed to trustworthiness of the data.

In this study, all the 'enquirers' were human therefore they could not remove themselves from humanness and act outside their beliefs and interpretations (Singh, 2007). As a result, participant's values and beliefs influenced and controlled the enquiry. In addition, my subjectivity within the research may have influenced the findings. I was aware of the need to be constantly self-reflective, however, and suggest that the reader acknowledge that in the interpretive paradigm, the participants and researcher values and beliefs are likely to be influential in the development of a case. Academic authors like Cohen et al (2007), argue that when a small scale case study methodology is used, results cannot be generalized. My college case study cannot be generalized because I did not include the wider population and the sampling used was purposive, therefore, it did not give equal chances to all members of the college and even the community to take part.

3.8 Ethical considerations

When studying human beings, it is very important to conduct research in an ethical manner to avoid informant stress, unwanted publicity and embarrassment (Gay, Mills and Airasian, 2006). That is why I considered the ethical issues significant to my research. Ethical social science research should be underpinned by the principles of autonomy, non-maleficence and beneficence

(Cohen et al, 2007). This means that the researcher must respect the autonomy of the participants, avoid harming them in anyway and make the research to be directly or indirectly beneficial to all participants. To reiterate, my consent letters confirmed that I respected their autonomy. Furthermore, the participants were told that they were not obliged to participate should they decide otherwise, and that they could withdraw from the study any time they wished. Letters informing the participants about confidentiality of the data supplied, and the protection of their identities from the general public by using pseudonyms, rather than real names, was given to them. This was done to avoid harm to the participants. Furthermore, to sustain ethical behaviour on the part of the researcher, participants were interviewed in places that were convenient to them, which in most cases were their classrooms.

As much as there are guidelines for ethics, these guidelines cannot tell the researcher what to do in unique circumstances because some ethics are situated. According to Cohen et al (2007), situated ethics are immune to universalisation, because different situations call for a different response; it all depends on the context. I encountered some unforeseen circumstances in my study. Firstly, I lost a participant because she resigned from the College and her new appointment did not suit the context of my study. This participant was still willing to participate in my study but I had to explain to her that she could not. This meant that I had to find a substitute lecturer leader. Secondly, I had to re-schedule the individual interviews a couple of times due to problems on the campus, as well as changes to the timetable in the first term. To meet the requirement of the higher degree as a group we applied for the ethical clearance and obtain consent before we started the research process (Appendix 10).

3.9 LIMITATIONS OF THE STUDY

3.9.1 Subjectivity and predisposition of the researcher

Although I started my research while working at the campus researched, later in December 2008, I moved to the central office and took a management position in the corporate service section. Currently, I am not involved much with the academic side at the site of the study but still teaches part-time on the same campus as the research participants. Studying my own institution could have led to predispositions with regards to sampling. When sampling, I chose lecturers I related

well to. Usually people relate well if they share common views, beliefs and ideologies. I was aware that the participants might share similar views, values and interests as I did. This may have had a negative impact on the study leading to a single sided view (Bell, 1999). I think I overcame this by asking the participants to be true to themselves and state exactly how they felt and what they believed about their enactment of lecturer leadership. I was persuaded that their reflections in the journals were a true reflection of their lecturer leadership enactment.

3.9.2 The researchers position in the site of study

The notion of positionality is also crucial to the research process. Being one of the senior people at the college might have created a problem during the data collection phases. The participants could have told me what they thought I wanted to hear as I worked closely with the Senior Management of the college. However, I believe I overcame this by stating my standpoint from the beginning. When seeking consent, I emphasized my role as a researcher and the reason for the research. I believed the participants understood. Furthermore, one of my participants had studied an Honours degree in Public Management. She was well aware of the power dynamics and the subjectivity of the process and influenced the other two participants positively.

3.10 CONCLUSION

In this chapter, I described the case study as the methodology and the interpretive paradigm used in this study. I intended using a variety of data collection methods including the survey questionnaire, interviews, observations and journal reflections in order to get a thick description of the case under study. This chapter also narrated the procedure followed to access the participants and also give description of the participants. Furthermore, I described the ethical considerations not to harm the participants in anyway and also to make the dissertation acceptable. Towards the end of the chapter, I highlighted how the data collected through the above mentioned methods will be analysed using the Zones and roles model of teacher leadership development (Grant, 2008) as the analytic tool as well as Gunter (2006) characterization of distributed leadership. I thought it will be inappropriate not to mention the limitations of the study and how I intend overcoming them which was discussed as the last

aspect of the chapter. In the next chapter I present the data and identify the key findings of the study.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This chapter focuses on the presentation of data and discusses the key findings from my research which unfolded through the process of interpretive data analysis. What I was looking for in the data was empirical evidence of how lecturer leadership was enacted in my FET College and which factors enhanced or impeded this enactment. The major themes and findings presented emerged from the data collected through survey questionnaires, focus group interviews, individual interviews, observation and a journaling process. Throughout my presentation, I use direct quotes from the participants with the aim of depicting their authentic voices and to illustrate their understandings and perceptions. Besides the quotes, I also use relevant literature which I compare with the findings located within the theoretical framework of distributed leadership. Grant's (2008) model of teacher leadership was used as one of my analytical tools.

The research findings are presented in two stages. In the *first stage*, supported by the data, the three lecturer leaders are described. In doing this, it has been possible to paint a picture of their uniqueness and similarities. I dedicate a section to each lecturer leader, where themes such as how they understand lecturer leadership, what skills and knowledge they have as lecturer leaders, and their personal attributes, are discussed. This section intends to answer the first research question which is, 'How is lecturer leadership enacted at the FET College?'

The *second stage* reveals the common themes identified by all the participants in relation to the enactment of lecturer leadership. Themes that emerged related to how college culture affects lecturer leadership, what barriers impede the development of lecturer leadership and what strategies can be used to enhance the development of lecturer leadership at the college. This stage is set to answer the second research question which is, 'What factors promote or hinder the enactment of lecturer leadership.'

The following grid shows how data were labeled, and clarifies the use of the quotation sources from the data. Quotations are labeled according to the participants, data collection tool used and the page number of the particular source (in that order). For example, LLA, FGI, p.12, that indicates Lecturer Leader A comments made in the focus group interview on page 12. With regard to observations, dates of field notes are included in the references.

Codes	Meaning
<i>Participants</i>	
LLA	Lecturer Leader A
LLB	Lecturer Leader B
LLC	Lecturer Leader C
R	Researcher
<i>Data collection techniques</i>	
J	Journal entries
SQ	Survey Questionnaires
II	Individual Interviews
Observations	Observation (full word is used)
FGI	Focus Group interviews

4.2 THE DESCRIPTION OF THREE LECTURER LEADERS

In this section, I describe the character traits, skills and knowledge of each lecturer leader, highlighting the uniqueness of each as well as how they understood and described the concept of lecturer leadership in the context of the FET College. Each lecturer leader is described individually using their views and experiences of lecturer leadership as well and in this section I also refer to relevant literature on teacher leadership. I use the zones and roles model of teacher leadership (Grant, 2008) adapted to the FET lecturer leadership context, as well as Gunter's (2005) distributed leadership characterizations in order to explain how lecturer leadership was enacted and in which zones lecturers took up leadership roles. Describing the participants provides the reader with background information necessary to understand the concept of lecturer leadership and the way leadership was enacted in the context of this FET College.

4.2.1 Lecture Leader A: A team player

4.2.1.1 Personal Attributes

At the time of the study, this participant, of not so many words, was a middle aged male lecturer who had nine years teaching experience but had only taught at the FET College under study for a period of one year. He was a qualified teacher with a teaching diploma and a University Degree in Public Management. He enjoyed teaching in such a way that he could not see himself *“doing another job besides teaching”* (J, p.4). He had received a number of recognition certificates during his teaching career, most of them being performance related. The data revealed that Lecturer Leader A possessed general leadership skills and classrooms related skills. General skills included *“Communication, problem solving and decision-making”* (J, p.13). These skills are referred to by Leithwood, Jantzi and Steinbach (1999) as “procedural skills” because they refer to knowledge one has about how to carry out leadership tasks as above. When asked what skills and knowledge he had, he reflected in the journal as follows: *“Record keeping, planning lessons, control absenteeism, organize teaching aids”* (J, p.14) all of which are classroom related skills.

Lecturer Leader A worked collaboratively with students and other lecturers on the campus. He believed that for effective learning and teaching, all stakeholders must work as a team. For effective teamwork, team players must sacrifice their time and give all for the team. This lecturer reflected in his journal as follows: *“As a lecturer leader I had to make a lot of sacrifices and give as much support as possible in trying to prepare my learners for final examination”* (J, p.11). Furthermore, as a team player, he had confidence in the team and himself: *“I know that when the exam schedules come and check the percentage students would have attained good results”* (II, p.5). Moreover, Lecturer Leader A was of the opinion that *“there should be respect regardless of the position a person have in the institution, if you respect the opinion of another person that’s when lecturer leadership will be explored and shown in the institution”* (II, p.5). Lecturer Leader A demonstrated the ability to work in a team during one of the committee meetings I observed. He made sure that committee members participated regardless of the position and experience they held at the college. Usually the outcomes of his meetings reflected the ideas of the members present and he seldom made autonomous decisions. This is exemplified in my observation field notes: *“all lecturers gave feedback of their subject area meetings to the whole*

marketing group where other lecturers commented and gave advice and recommendations..... the way forward was determined by all lecturers present” (R. Observation, 11 May 2009). This is in line with Harris and Lambert who argue that teacher leaders (or in my case lecturer leaders) “motivate us and challenge us and remain optimistic in the face of adversity. They exist at all levels in any organization and most importantly they generate development, change and improvement” (2003, p.1).

Other attributes that emerged from analyzing the interview transcripts, observations and journal entries of Lecturer Leader A, were approachability, a strong work ethic and accomplishing tasks through working with others. An example of a strong work ethic is illustrated in the following quotation: *“I had to have evening classes with my learners where we would revise, share answering skills and time management” (J, p.11).* A further example of this strong work ethic was echoed in the individual interview when he responded that *“I would remain behind after school and start early at 7am and call our students even in the Saturday. This improved the results and was welcomed by the majority of the staff” (LLA, II, p.2).* For this lecturer, being a leader meant taking initiative and being dedicated to one’s own work, and students, that one is leading.

Being approachable and disciplined were also very important attributes of Lecturer Leader A. This was apparent in his journal where he wrote, *“a lecturer leader should be approachable by both the students and ordinary members of the community he serves” (LLA, J, p.13).* An approachable lecturer leader promotes lecturer leadership at the college because he can create collegial communities where people can work together for the benefit of students. This is in line with the thinking of Wettersten (1994) cited in Katzernmeyer and Moller (2001) who found that teacher leaders were perceived by peers as creating opportunities for teacher leadership, initiating change, and attending to collegial relationships that led to loyalty, trust and a sense of community. Furthermore, during the focus group interview I established that my participant also valued discipline, initiative and motivating others.

I think as lecturers we instill discipline which means we must be a disciplined person in order to discipline another person.... The qualities of the teacher are to encourage,

discipline as required, motivate, advise and all those things. These are not confined to your group of students but also outside the classroom (LLA, FGI, p.6).

4.2.1.2. Understanding Lecturer Leadership

Lecturer Leader A understood lecturer leadership as a separate activity from classroom teaching yet he recognized the importance of both roles. During the individual interview he stated that *“Lecturer leadership is about a lecturer playing both roles of being a lecturer, which is the basic issue on teaching and that of being a leader meaning that there are a group of students that one need to mould and make sure that they look up to someone” (II, p.1)*. For him, the lecturer can teach but this may not necessarily mean he is leading and vice versa. He was also of the opinion that lecturer leadership is not confined to the classroom but instead the lecturer can lead both inside and beyond the classroom and creates conditions for learners to enjoy their learning experiences while also being developed holistically. Lecturer Leader A believed that a lecturer leader needs to navigate the structures of the college, nurture relationships, model good behaviour and professionalism and provide professional growth. This was exemplified by remarks reflected in his journal such as:

Lecturer leadership means the ways in which a lecturer inside and outside the classroom displays leadership qualities. This means a lecturer should be able to take initiative e.g. coming up with exciting ideas to make the college an enjoyable place to be for all those involved at the college (LLA, J,p.5).

This quotation indicates that his thinking is in alignment with Katzenmeyer and Moller when they write that *“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 practices” (2001, p.5)*. During my observation of Lecturer Leader A in the classroom and outside the class around the campus, I saw him working collaboratively with other lecturers, especially in the marketing committee to improve educational practices. During the committee meeting, I observed that Lecturer Leader A *“emphasized the importance of team teaching, planning, working together and sharing best practices. A schedule of specific subject meetings was drawn up; also lecturers gave feedback of their subject meetings to the whole marketing group” (R. Observation, 11 May 2009)*. I believe that he perceived himself as a Lecturer leader because of his constructive contribution to the development of students and also

through the influence he had on other lecturers, including campus management. In addition, the data from the individual interview endorsed my own understandings of lecturer leadership when he said “*a lecturer leader, the way I see him, must be involved in curricular and co-curricular activities of the institution. This person must develop the learner holistically, in all facets of life*” (LLA, II, p.5).

In summary, the data gathered from the interviews, journals and observations reveals that Lecturer Leader A led strongly in the zone of the classroom (Zone1) and worked with other lecturers and students outside the classroom in curricular and extra curricular activities (Zone 2). The zones and role model of teacher leadership was discussed in details in the previous chapter and so will not be repeated here. However, the following model of lecturer leadership development for the FET College context (adapted from Grant, 2008), exemplifies how the ‘zones’ and ‘roles’ within which my participants were working, can be described. Role two and three appears again in Zone four because lecturer leaders are expected to play similar role of leading in service education and provide curriculum development to the college community, partners and the Department of Education.

Zones and roles

ZONES	ROLES
1. In the classroom	1. Continue to teach and improve one’s own teaching
2. Working with other lecturers and students on the campus in curricular and extra-curricular activities	2. Providing curriculum development knowledge 3. Leading in-service education and assisting other lecturers 4. Participating in performance evaluation of other lecturers
3. Inter-campus and whole FET College development	5. Organizing and leading peer reviews of college practices 6. Participating in college level decision-making.

4. Between neighboring FET Colleges, the provincial Department of Education, college partners and the local community	2. Providing curriculum development knowledge 3. Leading in-service education and assist other lecturers
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4.2.1.3. Lecturer leadership inside the classroom

Within the classroom, Lecturer Leader A was of the view that a good lecturer shows his students “*other ways to understand things, you wont want to stick on the methodology only but you will put something extra to make sure that your lesson goes well (II,p.4)*”. This was also echoed in his journal when he wrote “*In the fourth term, I started to put in an extra effort such as starting to work at 7h00 in the morning and weekends (J, p.8)*”. To get a more nuanced understanding of this lecturer’s leadership in the zone of the classroom, I observed him in the classroom where he used teaching strategies appropriate to the learning outcomes he was aiming to achieve, assessed learners timeously and according to the schedule. He also gave feedback to learners after each assessment as per the assessment guides, and kept student portfolios of evidence. As discussed earlier in the chapter, Lecturer Leader A valued discipline, and he exemplified this by inculcating effective classroom discipline which consequently made the students pay attention throughout the lesson. As his journal entries have indicated, he also acted as a reflective practitioner and ensured that the students understood various concepts. According to Day and Harris (2002), reflective practice means that “teacher leaders themselves need to reflect upon their practices” (p.963) in order to develop professionally. The above stated functions proved Lecturer Leader A efficient and supports my claim that he led strongly in the classroom. His classroom leadership is evidenced as follows:

Lecturer Leader A introduced the lesson linking the known to the unknown. Thorough preparation was evident throughout the lesson I could also verify this in his lesson plan. Lecturer Leader A showed me his portfolio of assessment and the students’ portfolio of evidence where all assessments, assessment schedule and moderators rubrics were recorded and filed (R. Observation, 11 May 2009).

A case study was given to students as a formative assessment together with the assessment criteria and the assessment rubric. After this assessment all learners were given feedback. The same case study was given to another group of students in the same level to ensure standardization (R. Observation, 22 May 2009).

4.2.1.4 Lecturer leadership beyond the classroom

When Lecturer Leader A joined the college there was no soccer team at the campus under study. He volunteered to form the team and coach the students. This was an example of Zone 2 Role 2, where my participant worked with other lecturers and students within the campus in providing extra curricular development. Furthermore, he coordinated the cultural group that also participated against other institutions during the regional competitions. This involvement was done on a voluntary basis. The argument above is that Lecturer Leader A did not wait for the task to be delegated to him. Instead, he took initiative because his understanding of a lecturer leader was that he should take the lead within and outside the classroom. This data indicates that my participant's thinking is similar to that of Bennett *et al* (2003, p.3) that "distributed leadership is not something "done" by an individual to "others", rather it is an emergent property". Lecturer Leader A took initiative and used his expertise to lead the soccer team and cultural group as well as other lecturers in the marketing subject committee. This leadership was evidenced across the data sets as, for example, in the individual interview he said, " *I am also a soccer coach; I took this initiative because I wanted to bond with the students*" (II, p.4). He further stated: " *I organized excursions where students went to Meddonhoff in Durban to learn about imports and exports*" (J, p.5). This is the evidence of leadership roles he took outside the classroom in extra curricular activities.

Lecturer Leader A did not only focus on extra curricular activities, he displayed leadership in formal curriculum development when he " *volunteered to be a chairperson of the marketing committee where he played a role in promoting networking and sharing best practices with other National Certificate (Vocational) [NCV] lecturers in other campuses*" (Observation, 11 May 2009). This form of leadership, where lecturers use their skills, knowledge and expertise to lead outside of the formal management structure, is characterized by Gunter (2005) as "dispersed distributed leadership". Grant (2008) calls this an "emergent" form of distributed leadership because it involves volunteering that emerges from the individual.

Lecturer Leader A did not only assist in extra curricular activities but also took initiative to lead in-service education and assist other lecturers at the college (Role 3). He continually worked

with lecturers from other campuses within the marketing subject committee, where they shared best practices in terms of teaching, team teaching, mentoring new staff, building skills and confidence in others, as well as sharing resources. He viewed lecturer leadership as a relationship of social influence when reflecting as follows in the journal: *“I would organize some of my colleagues who teach in other campuses to come and share their expertise with me and my learners during our revision classes” (J, p.11)*. In addition, he was also involved in drawing up the timetable for internal assessment. He wrote *“The campus management entrusted me with the duty of drafting internal examination timetable and invigilation timetable and ensure that all lecturers have equal number of invigilation hours” (J, p.15)*. He did not volunteer to draw up the timetable but the campus management delegated the task to him. This form of leadership, where a technical aspect of the task is distributed from the campus manager to others, while power and authority still reside with management, is classified as authorised distributed leadership (Gunter, 2005). However, this is the form of leadership which Grant (2008) identifies as “delegated leadership”, which fits with my findings because the campus manager delegated the task to the lecturer without delegating authority and legitimacy. My participant’s view is aligned with Spillane’s (2006) position on leadership practice viz. that roles and positions are not important but that the interactions among lecturers to improve the teaching and learning situations are extremely crucial.

4.2.2 Lecturer Leader B: An obedient lecturer leader

4.2.2.1. Personal Attributes

Lecturer Leader B is a 39 year old female lecturer who, at the time of study, had eight years teaching experience at the FET College. She had spent most of her career teaching. She had taught in other tertiary institutions for three years and had also accumulated three months school experience. She enjoyed her experience as a lecturer since she started teaching because her passion lies in the classroom. Her challenges were teaching learners with different learning abilities, different languages and also with cultural differences. She developed herself professionally and was studying further. She had completed the National Professional Diploma in Education (NPDE) with a specialization module in *Education Leadership and Management* at the University of KwaZulu-Natal. This module had helped her to become more effective in the classroom as the following quote shows. She said *“I studied NPDE. It definitely had a great*

influence to me as a Lecturer Leader and now I understand the role it played in my work experience” (J, p.14). Katzenmeyer and Moller (2001) emphasize the importance of qualifications and suggest that “leadership can be learnt” (p.30). When the college employed people to formal leadership positions, certain qualifications were required because there was a belief that leaders can be taught. Lecturer Leader B was convinced that attending the NPDE course had shifted her thinking in terms of leadership and management and developed her to understand her job better.

4.2.2.2 Understanding Lecturer Leadership

Lecturer Leader B had developed a range of classroom skills. The following quotation attests to this: *“Through experience as a lecturer leader, I have gained many skills, e.g. how to manage the curriculum, setting and moderating assessment, managing students’ behaviour, understanding type of workers, choosing best teaching methods to suit the class, being a leader....” (J, p.14).* She did not mention any general skills and knowledge she possessed in her journal. However, during observation, it was evident that she had good communication skills and good listening skills. I observed this lecturer leader in the classroom where she *“gave an undivided attention to learners and their needs by listening to their responses and encouraging them to speak up and respond to questions asked”* (Observation, 17 March 2009). She was a very good listener and was amongst the few that understood the process of management and the campus management team in the campus well. Lecturer Leader B emphasized the importance of having pedagogical knowledge and expertise to become a lecturer leader when she said *“At the end of the day I still feel that lecturer leadership is where you manage your classroom especially when you are an expert in your field” (II, p.1).* Similarly, Zimpher (1988) emphasizes the importance of expertise and pedagogical knowledge. She attests to the fact that “teacher leadership must be an outgrowth of expert practice and expert knowledge” (p.54). The expert knowledge leads to the totality of professional development and growth of lecturer leaders to improve teaching and learning in their classrooms.

Data collected across the data sets reflected that Lecturer Leader B was an ‘obedient’ leader who worked very hard in the interests of student success, which was always her vision. She worked according to the rules and regulations of the campus, the college and that of the Department of

Education without questioning. In her journal she reflected on the exams in the fourth term as follows: *"My team and I assisted and followed departmental procedures," (J, p.12).* She had respect for her campus management and she never argued with them, regardless of the situation. In the journal she reflected: *"If you have an issue and it has not been resolved you need to go and bring the issues up but it also depends on how you speak and how you bring it up that will make the difference. In any job even being a lecturer, you need to communicate with those above you" (J, p.2).* This was echoed in the interview when she pointed out *"I would say that at the end of the day I feel that, for my job not to be stressful, I need to go and interact more with the management sometimes to tell them exactly how I feel" (II, p.2).* This stresses that Lecturer Leader B, believed in the centrality of dialogue, like Grant and Jugmohan (2008) do - that people should talk openly about their experiences and feelings so that they can work together in harmony.

Lecturer Leader B also showed her obedience by being accommodating and showing understanding of the college culture and the shortfalls of the college, for example, she said, *"I have told them that I will need assistance to teach but the response was there is no assistance, I must do it, there is no choice because our college cannot afford to hire new person. So in the mean time I have to carry on (II, p.4).* These situations did not discourage Lecturer Leader B, but encouraged her to work even harder, with integrity, to improve teaching and learning in her classroom. For example *"I do put in a great effort in the situation that I am in and I work in the best of my potential" (II, p.2).* Being passionate about the work made Lecturer Leader B successful in her classroom teaching. She commented: *"Now I have a different focus in the classroom, but like we say if you are a teacher and placed in the classroom and have a passion to teach you will make the most of it" (FGI, p.12).* To be a good lecturer leader, I believe that one has to be hard working and set up attainable standards for oneself. This is echoed in Mooney (1994), cited in Katzenmeyer and Moller, that "teacher leaders are hardworking, involved with innovations, motivating students from a variety of abilities and available to other teachers" (2001, p.8). Furthermore, Lecturer Leader B modeled that a lecturer can be effective in class, even in difficult situations where she teaches subjects that are not familiar to her, and where she receives very little support from the college management.

Lecturer Leader B displayed integrity when leading students in the zone of the classroom and also when interacting with other lecturers and management. She was convinced that integrity was one of the prerequisites of the lecturer leader. For her, without integrity, effective learning and teaching would not take place in the classroom. Harris and Lambert (2003) share a similar view and contend that “good leaders have integrity, charisma, strong values, intelligence and moral purpose” (p.1). While, Lecturer Leader B in my study did not display charisma, this did not, in my view, make her less of a leader. When this lecturer was asked what characteristics of a lecturer leader were, she responded: *“Confident, believing in yourself with positive attitude; putting your best effort in a situation; Socializing, hardworking, ability to make a difference in a positive way and being knowledgeable (J, p.13).* Like Sherrill (1999), Lecturer Leader B believed that the core expectations of a teacher leader (a lecturer leader in my study), were the ability to issue exemplary classroom instructions and sound pedagogical knowledge coupled with an understanding of theories of learning and high-quality classroom practices.

Lecturer Leader B linked the concept of lecturer leadership with what the lecturer does in the classroom. For her a lecturer leader is *“a person who places great effort and interest in improving learning and teaching within their classroom” (J, p.5).* Hoyle (1980) and Broadfoot (1998) cited in Katzernmeyer and Moller (2001) use the term “restricted professionalism” when they talk about teachers whose thinking and practice is restricted to the classroom, as was the case in the college context, with Lecturer Leader B. Across the data sets, Lecturer Leader B did not refer to any examples of lecturer leadership beyond classroom leadership. This was also reflected in her response during the individual interview when asked whether she perceived herself as a lecturer leader. She responded as follows: *“I do see myself as lecturer leader. When the students write a test, I still see results coming out that I wanted to see. I am still taking care of the learners and their learning experiences” (II, p.5).* Furthermore, in her reflective journal she wrote: *“In my classroom I work as a lecturer leader everyday” (J, p.20).* This really emphasized that this lecturer’s understanding of lecturer leadership was classroom related and she disregarded other roles that a lecturer might play such as leader, manager and administrator roles beyond the classroom as an extended professional - as per the Norms and Standards of Educators (2000). However, this restricted understanding of lecturer leadership supports Grant’s (2005) idea that the concept of teacher leadership, and I argue even more so in the case of

lecturer leadership in the FET College context, is fairly new to the majority of educators in South Africa, and thus has still to be encountered and encouraged in many institutional contexts.

4.2.2.3Lecturer leadership inside the classroom

To reiterate, the data revealed that Lecturer Leader B led strongly in the zone of the classroom (Zone1) where she continued to teach and improve her own teaching (role 1). During the individual interview she pointed out: *“you cannot concentrate on the core business of teaching in the classroom, if there is no time to concentrate on it because at the end of the day there is so much to be done. (II, p.3).* When observing her I found that Lecturer Leader B used classroom teaching strategies and assessment strategies which I consider proper whilst, simultaneously, instilling good classroom discipline. I wrote in my field notes that, *“she called the students by name when bringing them to order thus keeping a good eye contact. She also reprimanded those who came late to class” (R. Observation, 23 March 2009).* Furthermore, in her classroom she engaged in self reflection as a means of improving her practices. For example, I observed that *“she continually asked questions to ascertain learner understanding” (R. Observation, 23 March 2009).* She modeled these practices in her own classroom. Her views and actions are in line with the view of Harris and Lambert (2003) that teacher leadership is primarily concerned with developing high quality learning and teaching in schools. They argue that teacher leadership has at its core, a “focus on improving learning and is a mode of leadership premised on the principles of professional collaboration, development and growth” (p.43). Lecturer Leader B certainly valued teaching and learning in the classroom. This was evident in the following comment which highlights her personal development role. She explained that a lecturer leader is *“A teacher who continues to do research, study to improve themselves in the classroom as well as teaching or assisting people in improving themselves from the community” (J,p.5).* She continued to explain that *“I make sure that all learners are well prepared for examinations, completing the syllabus, asking learners of problems and assisting learners with these problems, develop revision programme for all learners” (J,p.10).* These excerpts indicate the way Lecturer Leader B values teaching and learning in the classroom and describes how she does her best to support her students in their learning process. She was quite adamant that her leadership role was classroom focused.

4.2.2.4 Lecturer leadership beyond the classroom

Although Lecturer Leader B took on leadership roles and led strongly in the zone of the classroom, to a much lesser extent, she provided curriculum development and worked with other lecturers on the campus to improve teaching and learning (Zone 2). This she did through the subject committee meetings. However, she did not recognize this activity as leading outside the classroom when she responded during the focus group interview: *“In terms of lecturer leadership outside the classroom, I have not done anything for the past 6 months There is always additional marking because of re-testing; I haven’t been the lecturer leader in the community”* (FGI, p.5). In the study, lecturer leadership was often defined and discussed within a delegated leadership discourse as will emerge as this chapter unfolds. In the case of Lecturer Leader B, leadership was delegated, not to empower her, but instead tasks were given to her to ensure continuity in her teaching and learning. For example, she explained that she was *“the chairperson of the management subjects committee”* (J, p.6). She was also a *“chief invigilator for many sessions in the main hall”* (J, p.10). Being a chief invigilator or a chairperson of a committee are the traditional practices expected from all lecturers at the FET College, but nevertheless reflect leadership beyond the classroom i.e. in Zone 2. In Grant’s terms, this kind of leadership is not an emergent activity. In most cases, lecturers were appointed by campus managers to fulfill these roles. This form of distributed leadership is characterized by Gunter (2005) as authorised distributed leadership, where a campus manager delegates tasks because they have power, due to their official management positions. In the practice of leadership, this type of authorised distributed leadership follows a top down manner from the head to the subordinates.

4.2.3 Lecturer Leader C: A rebellious lecturer leader

4.2.3.1 Understanding Lecturer Leadership

At the time of my study, my third participant was a 32 year old female lecturer who had a teaching experience of more than five years in the college under study. She was a qualified tourism lecturer who had a Post Graduate Certificate in Education obtained at the University of KwaZulu-Natal. She possessed conceptual and intellectual knowledge in her teaching area which she taught her students. Taking a similar view, Katzenmeyer and Moller (2001) write that “the

teacher leaders must possess the technical skills required for programme improvement and use them together with a broad knowledge base about education policy and subject matter” (p.34). These skills and knowledge, as highlighted above, are more important, I argue, for the lecturer leaders in the context of a FET College. During my observation I found that Lecturer Leader C had pedagogical knowledge to teach as she used a variety of methodologies when teaching students. Harris and Muijs (2005) point out that, in the school context, teachers emerge as leaders if they develop high levels of skills within their areas of expertise which are associated with strong pedagogical knowledge and subject knowledge. The same can be said of lecturers in an FET College and lecturer leader C in particular.

Across the data sets it emerged that Lecturer Leader C also possessed procedural knowledge which is the knowledge of how best the task can be accomplished. She displayed this knowledge when counseling and communication with the students during their interactions. The above mentioned skills were not classroom related but can influence classroom performance. Counseling skills were reflected when Lecturer Leader C worked with other stakeholders and the college community (Zone 4): *“I gathered learners together. I invited social workers, nurses and the community to participate in AIDS awareness day held at the college” (J, p.4).* In addition, this lecturer leader demonstrated counseling skills when she helped a student at the college who was abused by her brother: *“I took both of the learners to the department of social welfare for counseling. I lead this up until the solution of this problem” (J, p.5).* This leader played a pastoral care role when she ensured that her students were not only taught the curriculum, but they were also developed holistically. I can conclude by saying lecturer leaders C possessed both declarative, and procedural knowledge, which means knowing the right way of doing things and also doing those things right. (Leithwood *et al*, 1999).

When Lecturer Leader C was asked what skills and knowledge she had, she answered, *“Creative thinking, teambuilding, communication and listening skills” (J, p.21).* As a researcher as well as a lecturer at this FET College, I am confident that these are amongst the skills and values that can enhance lecturer leadership which, in turn, can lead to learner improvement. These same skills and knowledge are recognized by Leithwood *et al* (1999) as crucial for every teacher leader to have. In my study, communication and problem solving skills were mentioned

numerous times by my three lecturer leaders, which indicate that most teachers believe that communication and problem solving are skills that every leader should have.

Data revealed Lecturer Leader C as a ‘rebel’ (my ‘label’), who breaks boundaries for effective teaching and learning to take place in order that students can be developed holistically, inside and outside the classroom. As mentioned earlier, she had her own way of dealing with situations which included working individually or against the rules and regulations. Let me explain what I mean by this last comment, with an example. During the final examination in the fourth term of 2008, she identified a missing instruction in the exam question paper but she was told not to interfere with the exam process. She disregarded the campus management’s instructions and authority, by guiding the students and clarified the examination instruction. She said: *“As a leader, at that moment I had to take action. Since we could see which word was meant to be underlined due to experience teaching this subject, I got all the invigilators together and told them that I am announcing to students which word to underline and I just did that”* (II, p.1.) In another incident she defied management’s authority by photocopying sections in the textbook, of which they were told not to copy, to ease her workload and for student referencing, after waiting for about a month for books to be delivered. I quote: *“students kept asking me where the books are? One day I planned to stay until after hours to make copies. I made hundreds of copies and gave them to students and that made my life easier”* (J, p.25). Thus, Lecturer Leader C also displayed the role of a risk taker. Her leadership was about taking calculated risks. She pointed out: *“With other invigilators we sort of form an alliance not to tell the management about the action that took place during the exam. I was also taking an initiative because if you are a leader you should take initiative as well as risks, calculated risks”* (II, p.2). This idea is in alignment with the writing of Lieberman, Saxl and Miles (1988) that the characteristics of the teacher leader include taking risks. In their study of 17 former teachers who played leadership roles in the variety of schools in New York between 1983 and 1985, Lieberman *et al* found that “these leaders were risktakers, willing to promote new ideas that might seem difficult or threatening to their colleagues” (1998, p.150) Similarly, Lecturer Leader C took risks as per these former teachers, in order to make her thinking visible and known to colleagues and management.

Lecturer Leader C had a great influence over other lecturers and while she did not work directly with them, she was able to influence the way they worked, as the following excerpt illustrates: *“Whenever I have problem in the computer room, I don’t waste my time by reporting to the CMT, but I report straight to the IT department. I also told other computer lecturers to do the same. They did, now they don’t have lots of problems like before”* (J, p.22). This is in line with Katzenmeyer and Moller’s (2001) view that teacher leaders, lecturer leaders in my context, can influence other teachers to improve their educational practices through their personal power. Similarly, Wasley (1991) attests to the fact that teacher leaders have an ability to encourage colleagues to do things they would not ordinarily do. Lecturer Leader C had personal power to challenge the status quo and influence other lecturers to improve their practices. Furthermore, whilst observing her involvement in a committee meeting which she chaired, I found her making it clear that the committee members could do anything to help students to improve their marks and to develop. When planning for the excursion to the Tourism Indaba in Durban, one of the lecturers was concerned about where the money would come from because the campus management had told them that funds were not available. Lecturer Leader C said *“students would raise their own funds and she mentioned ways that funds could be raised, including writing a letter to parents requesting them to pay for the bus fare* (R. Observation, 4 March 2009). This is in line with Katzenmeyer and Moller’s (2001) view that when teachers are offered opportunities, they can encourage other teachers, as well as influence practices and policies in their schools. This is what Lecturer Leader C did in an FET College context.

Lecturer Leader C’s responses revealed lecturer leader breaking boundaries as she worked with her colleagues, taking calculated risks and influencing her fellow-lecturers without being mean. When asked what the characteristics of a lecturer leader were, she pointed out the following: *“I think is the communication, because this is the two way process. One has to talk and also listens. Being open minded and learn to accept little things that will help in future, be future oriented”* (II, p.5). The response above is in line with Pounder’s (2006) view that the professional characteristics of teacher leaders include supporting pupils, exhibiting self confidence, fairness, respecting others, setting targets and stretching performance, as well as holding people accountable for their own learning and actions.

From the data provided, it is clear that Lecturer Leader C viewed leadership as a distributed activity that could be executed by a lecturer in any position, leading either formally or informally. In other words she did not associate leadership with position. This is further reflected in the following response from her individual interview:

Lecturer leadership according to my opinion is not just a position any lecturer can be a lecturer leader. If you are a lecturer you are not just teaching at the college, but you teach every where in school as well as at home. It means you are a leader wherever you are (II, p.6).

I find this response aligns well with Grant's (2008) idea that leadership does not mean headship, but is rather distributed where lecturers can lead in any position, whether formally appointed to an official position by the Department of Education, College Council or emergent from the individual. In addition, Goleman supports this view that every person in any level can lead when he writes that "there are many leaders, not just one. Leadership is distributed. It resides not solely in the individual at the top, but in every person at every level who in one way or another, acts as a leader" (2002, p.14). This idea was also emphasized in my study when Lecturer Leader C wrote: "*The reason why I am here is to serve the interest of the students, they are here to learn, so to equip myself towards achieving this goal is to run an extra mile and beyond the call of duty*" (J, p.17). Thus, it can be seen that Lecturer Leader C was not limited by the constraints of her official position as a lecturer. Instead she realized that "*the job description does not matter. What matters most is to go beyond the call of duty*" (J, p.16).

Lecturer Leader C also associated leadership with overall college improvement. That is, she believed that lecturer leadership should contribute to the improvement of teaching and learning in the classroom and the college as a whole (Zone 3). "*A lecturer leader set some challenging goals and expect learners to perform at the highest level possible*" (J, p.2). This focus on improved teaching and learning was a common theme in the data. During the individual interview, Lecturer Leader C responded: "*for me, lecturer leadership is about taking initiative so that you improve teaching and learning in the classroom and the whole school*" (II, p.4). This proves to be in line with Harris and Lambert's (2003) view that leadership must improve teaching and learning in schools. They write:

Schools that are improving have leaders who make a significant and measurable contribution to the development of the school and teachers. The potential of leadership to influence school improvement remains uncontested but the type of leadership for sustainable school improvement remains a matter of debate. (p.2)

For this participant and as already established, lecturer leadership was not about a particular position in the hierarchy. Instead, she believed that leaders must develop the institution through their leadership practice which would improve teaching and learning and lead the college towards becoming a “learning organization” (Senge, 1990). The results of being a lecturer leader, Lecturer Leader C argued, must be reflected in the results that the students attained and the impact the lecturer leader decisions and acts as on students’ daily lives. This idea was reflected during the first individual interview when Lecturer Leader C said: *“Like I have mentioned before, I was so proud with myself and a decision I made that had a positive impact in the students’ lives. That is why we are lecturers, to change the students’ lives positively”* (II, p.3).

However, there was no evidence of Leader lecturer C working with other lecturers, a characteristic Grant (2005) believes is integral to teacher leadership viz. that it “includes teacher working collaboratively with all stakeholders towards a shared and dynamic vision of the school within a culture of fairness, inclusion, mutual respect and trust” (p.45). Nevertheless, Lecturer Leader C thinking is in line with York-Barr and Duke (2004) who agree that leaders can work individually, as Lecturer Leader C did, or in a group, and still contribute to whole school/ institutional improvement. They write:

Teacher leadership is a process by which teachers, individually or collectively, influence their colleagues, principals and other members of the school community to improve teaching and learning practices with the aim of increasing student learning and achievement (pp. 287 – 288)

For Lecturer Leader C there was almost an equal distribution of lecturer leadership in the zones and roles she led in. In Zone one, she displayed leadership when she taught her students in the classroom using effective teaching strategies and preparing learners for exams. She said *“I teach students how to write exams, how to study and how to respect each other”* (FGI, p.5). In Zone

two, she worked within the tourism committee to share best practices with other lecturers from other campus. She was also the chairperson of this committee. In Zone three and four, she led outside the classroom in whole school development where she coordinated the Tourism Indaba 2008, which involved all campuses and other stakeholders outside the college e.g. Department of Economic Development (DED), college business partners and other FET Colleges. However, coordinating the Tourism Indaba 2008 was authorised by campus management because she was the committee chairperson i.e. it did not really emerge from her. I argue that as much as Lecturer Leader C's leadership style was sometimes "adversarial" (Wasley, 1991, p.5), it showed that she had leadership qualities and contributed to student improvement.

4.3 BARRIERS TO LECTURER LEADERSHIP IN THE FET COLLEGE CONTEXT

The FET College did not operate in a vacuum but was affected by the environment in which it functioned. Common barriers affecting the development of lecturer leadership in the FET College in my study emanated from poor time management, as well as a lack of time to take on leadership roles and I have discussed these barriers under two broad sections of culture and general environment. Furthermore, the absence of professional development programmes to capacitate both lecturers (to take on leadership roles without fear) and campus management to (distribute leadership and devolve power that would be beneficial to the college) were also barriers. As Beare, Caldwell and Millikan emphasize, the key role of an effective institution is its outstanding leadership, so "the development of potential leaders must be given high priority" (1989, p.99). The structure and culture of the FET College in my study had an influence on lecturer leadership; therefore this section will explore this effect.

4.3.1 The college culture and lecturer leadership

This section begins to examine the culture and the context of the FET College to determine whether it was conducive for the development of lecturer leadership or not. My focus is on the type of culture that is evident in the campus studied and what the implications are for the development of lecturer leadership practices. However, I cannot start identifying the campus culture without defining the concept of culture. Culture is one of the most complex but important

concepts in contemporary education. Different authors have different viewpoints about the concept of culture. For the purpose of this research I chose Ogbonna who defines culture as:

the interweaving of the individual into a community and collective programming of the mind that distinguishes members of one known group from another. It is the values, norms, beliefs and customs that an individual holds in common with members of the social unit or group (1993, p.42).

Deal and Kennedy (1983) share a similar view when they explain that culture is manifested in customs, rituals, stories and language. In the college context, I believe that the college culture can either promote or inhibit the enactment of lecturer leadership. In this study, college culture and practices acted as a lens through which I aimed to understand whether lecturer leadership was being promoted or hindered, as a response to the second research question. Findings on culture were drawn from across the data sets and across the three lecturer leaders' stories.

The dominant kind of culture that prevailed on the campus was a culture of individualism centered on senior management. Senior management seemed to be taking all decisions unilaterally. All three participants in my study believed that decision-making was centralized; lecturers were not given the chance to participate in decision-making. Lecturer Leader A pointed out that *"There is nothing a teacher can do without the approval of the SMT (J, p.3)*. Similarly Lecturer Leader B argued about the dictatorship that reigned at the college. She said: *"the council together with the SMT compiles all rules, regulations and policies which dictate how certain procedures should be carried out" (J, p.4)*. Likewise, Lecturer Leader C commented on the hierarchical structure that did not allow lecturers to give input on matters that affected them and the FET College: *"In most cases decisions are taken by the rector and the council, pass it on to campus managers then to us as lecturers. They exclude us in decision-making whereas we are the most effected" (J, p.14)*.

These comments signify that participatory decision-making did not exist at college. The campus management and the Senior Management Team controlled decision-making processes and made all decisions and the rest of the staff was limited to certain decisions which were not pivotal. For example, Lecturer Leader B explained that *"It depends on the type of decision, if its academic most of them are made by the management e.g. deadlines for tests etc. We sometimes make input but in most cases it is ignored" (II, p.6)*. This signifies that, from the lecturer leaders'

perspective, the SMT tended to control even the operational decisions of the subject committees. Subject committee executives had to get the blessing from management even when they had to implement the committee's mandate, which was mostly classroom related. Ntuzela refers to such control as staff "being a passenger in the moving train" (2008, p.64) which was driven by the SMT. In contrast, in the survey questionnaires in my study, 100% of the campus management strongly disagreed with the statement 'I believe only the SMT should make decisions in the college' and they all strongly agreed with the statement 'I believe all teachers should take leadership role in the college'. I noticed during my observation that what they said appeared contradictory to what they actually practiced.

While lecturers had relative autonomy to make decisions inside their classrooms, restricted decision-making with set boundaries prevailed outside the classroom when lecturers interacted with other lecturers on other campuses, with college partners, Department of Education representative and the community (Zone 3 and 4). Lecturer Leader A, for example, pointed out that "*they exclude us in decision-making*" (I, p.14) meaning there was no participatory decision-making in zones outside the college and into the community. Instead, decisions rested on the shoulders of the SMT when deciding about matters that affected the campus and FET College as a whole. In these zones, practicing lecturers were not involved in decision-making. This is contradictory to the view of Fullan (1994) who argues that no one person can assume all the leadership that is required and that, for teacher leadership to be enacted, shared decision-making leading to a community of practice must prevail. I strongly argue that Fullan's views are also applicable in the context of the FET College. In support of the above, Lecturer Leader B pointed out: "*We do provide input already to the management sometimes it gets ignored. I think if it is shared there will be a big difference*" (II, p.6). Ignoring input from other lecturers led the college to a 'survivalist culture' where cohesion and lecturer morale were reduced because lecturers were not supported by the campus management and thus, enjoyed very little professionalism (Hargreaves, 1999).

A 'traditional' culture existed at the college. According to Hargreaves (1999) this type of culture makes a school life more orderly, scheduled and disciplined, with a strong work ethic. At the college under study, the lecturers were expected to produce very good results and to be strict

with the learners in class, to instill discipline, whereas the social cohesion between lecturers, students and campus management was almost non-existent. One lecturer said: "*today we needed to do assessments within our time and you know things are hectic we need to make time for assessing as well. In the mist of all this I try to display lecturer leadership (LLB, II, p.3).*" This showed that college management viewed leadership as control rather than creating good human relations and taking good care of lecturers. As much as the strict environment has its strengths, It did not enhance lecturer leadership at the FET College, lecturers spent all their time in their classrooms assessing and reassessing and seldom get an opportunity to collaborate. One lecturer leader exemplified the above argument as follows: "*I reported to campus management of my absence two days prior to the cluster meeting. They said you cannot go because students will make a lot of noise in your absence*" (LLC, J, p.16).

Campus management themselves, in my study, were not working collaboratively with one another. The CMT needed to form networks and collaborate with other stakeholders more, in order to lead by example. If they did this, there would have been more opportunities for them to develop lecturer leadership within lecturers not holding formal leadership positions. If the CMT collaborates, it is my view that they will be in line with the thinking of Harris (2003) who reveals that "teachers used collaboration, partnerships and networking to describe the ways of working with other teachers and the term teacher leader was considered to be one way of describing these collective activities" (p.89). There were very few collective activities, if any, at the campus. The CMT did not work collaboratively let alone form partnership and networks. This was evident in Lecturer Leader C's response during the first interview when she pointed out that campus management "*need to work together; they don't speak the same language. You go to the first senior lecturer and you get a particular response but if you go to another senior you get a different response, they contradict themselves*" (LLC, II, p.4). If the CMT hardly collaborated as a management team, how could they instill a culture of collaboration amongst the lecturers at the FET College?

Authentic collaboration at the college was, thus, almost non-existent. One lecturer responded during the focus group interview: "*what ever I raise and what ever initiative I come up with*

people will say No! No! No!” (LLA, FGI, p.7). Harris and Lambert argue in favour of collaborative culture because:

Collaboration is at the heart of teacher leadership as it is premised on change that is undertaken collectively. For teacher leadership to be most effective it has to encompass mutual trust, support an enquiry. Where teachers share good practice and learn together the possibility of securing better quality teaching is increased. (2003, p. 44).

Without a collaborative culture, it is my strong view that lecturer leadership cannot be enacted in the case study college, or will remain restricted. Lecturers need to persistently work together to develop initiatives for change in order to create a culture conducive to distributed leadership and change, thus ensuring effective teaching and learning to improve learner performance.

But in my college, my participants did not feel that they were listened to when consulted, and that campus management preferred a top down approach to leadership and management: *“We do have meetings and as staff we raise issues as today. But management prefers one on one interaction, but there is ‘them and us’ thing”*. (LLB, II, p.6). The campus management was seen as having authority, whilst lecturers did not have much authority, which was why their opinions were not valued, thereby creating the ‘us and them’ dichotomy. For example, *“when the management gives you instruction they even change their faces to intimidate you. If they say jump you say how high. They want to do everything themselves. They lead and you do the work”* (LLC, II, p.5). Harris and Muijs (2003) argue that top down approaches and hierarchical structures impede the development of teacher leadership and, by implication, lecturer leadership. Another lecturer during the focus group interview contended *“I heard that some of the people on top management has never been to class they do not know what is happening in the classroom but they make unnecessary demand and they do not give instructions nicely,”* (LLC, FGI, p.8). This provided evidence, as Poplin (1992) cited in Akoojee (2008) states, that one of the challenges facing the college in lecturer empowerment is the shift towards sharing power and authority.

Lecturers are often not intimately involved in important decision-making processes, though they do feel ‘consulted’ at a certain level. In my view, lecturers in my study misunderstood the concept of shared decision-making, equating it with consultation. I, however, contend that these

two concepts are different. According to Harris and Muijs (2005) shared decision-making is where educators such as lecturers, are given responsibilities to make decisions on behalf of the institution on important developmental work. On the other hand, consultation, in my view, is where lecturers' views and opinions are asked for, but do not necessarily influence final decisions made. It takes place where lecturers are informed of the decision that took place within the institution of which they may not be fully involved. The following quote illustrates the point I have just made that Leader lecturer A collapsed 'decision-making' with 'consultation' and believe that consultation is the stage in the decision making process as illustrated below.

This campus is better than the previous school because even in decision-making there's some consultation. Here is better because we talk about things and we are more involved in decision-making rather than in the previous school where things were given to you and you were not part of the decisions, So here it's a bit consultative (LLA, II, p.1).

There is a difference between making decision and being consulted about the decision taken, which is referred to as 'after-the-fact' consultation. Data reveals that, at the case study FET College, lecturers were informed of what was to take place but still they were seldom part of the decision-making process. Dean (1987) suggests that even good principals, or in my case campus managers, need to involve and consult with other people, and use their ideas together with their own. I strongly believe that, at the FET College, campus managers must consult and involve other lecturers in decision-making. In short, a decision is mostly likely to be well implemented when those involved are made to feel part of it. Pseudo-democracy in decision-making cannot develop lecturer leadership at the FET College as it did not develop leadership in any level of the institution.

In contrast, lecturers found it easy to express their views during subject committee meetings where they worked with other lecturers, outside the classroom in curricular and extra-curricular activities (Zone 2). These meetings allowed collegial interaction of staff where they shared best practices, resources and came up with ideas to improve teaching and learning in the classroom. One Lecturer Leader commented during the interview: *"It is much better working in the committee because we share best practices and people are free to raise issues and opinions than during the staff meetings which are mostly dominated by the management"* (LLC, II, p.4). This

was echoed by Lecturer Leader A during the focus group interview: *“It is pretty easier for me to say something to Lecturer Leader B because we are in the marketing group rather we go up to the third floor than I will share my views, but if I have to take this to the management it become something else”* (LLA, FGI, p.12). This comment is evidence of Spillane’s (2006) views on leadership practice where he maintains that there should be interaction between leader, follower and the situation in the practice of leadership in zone two. It also proves that subject committees improved the human relations amongst the lecturers at the FET College. However, this form of collegiality can be understood as ‘contrived collegiality’ (after Hargreaves, 1999) as participation in these committees was not voluntary, but made compulsory by the management team. Hargreaves (1999) states that contrived collegiality makes working together compulsory and mandatory. Furthermore, committees are also usually controlled by management to produce predictable outcomes within fixed times frames (Stoll, 1998). Furthermore, members did not choose which committee they wanted to serve on; it was determined by the subject package one taught which was compiled and distributed by the campus management.

4.3.1.1 Impact of a culture of non- collaboration on lecturer leadership

The culture of non-collaboration and exclusion described above, did not develop lecturer leadership but often instilled feelings of fear and pressure amongst the lecturers. Lecturer Leader A pointed out that *“you find out that the management style is so intimidating, as Lecturer Leader B, has mentioned that I have been called by a senior staff member may be for three times now, I don’t go to her because I’m scared of what she is going to say to me”* (FGI, p.10). This fear prevented lecturers from achieving their goal of ensuring effective teaching and learning at the campus. This contrasts with the views of Ash and Persall that management should “establish a climate of trust, eliminating fear of failure and encourage innovation” (2000, p.21). In the case study FET College, lecturers agreed to ‘go with the flow’ in the name of student improvement even when they disagree with campus management directives. This is similar to the research conducted by Singh, where one of the teachers responded “ultimately, if it’s for the benefit of the children, we agree and accept the idea” (2007, p.69). Lecturer Leader B pointed out that *“as a lecturer, you manage and make decisions only within your classroom”* (J, p.5). These were words of defeat, which illustrated that some lecturers had given up trying to lead outside the class but continued to lead within the classroom where teaching and learning was taking place.

It is my view that, shared and participatory decision-making in a collaborative culture can promote the enactment of lecturer leadership because lecturers will have a better understanding of the decision and its implication because of their involvement. Leithwood *et al* (1999) contend that if teachers (lecturers in my case) are not involved in decision-making, teacher leadership cannot take place. The same can be said about lecturer leadership. Leithwood *et al* write “teachers exercise leadership in their schools by sharing their expertise, volunteering for new projects and bringing new ideas to the school” (p.117). This was not the case in my study. Lecturers shared their expertise in a lesser extent, as much as they involved themselves in organizing excursions, tourism Indaba and other classroom related, as explained earlier in the chapter, they seldom volunteered for new projects for college and campus development. The culture of the college did not allow them to bring forward new ideas for the development of the campus and the college as a whole.

An autocratic leadership style prevailed in the campus according to all the three lecturer leaders in my study. The history of apartheid in South Africa has led to the establishment of FET Colleges which continue to ‘live in the past’. The FET College in my study was still bureaucratically managed and hierarchically organized with an autocratic Rector and Campus Managers who were negative towards lecturers who attempted to take on leadership roles. Examples of the bureaucracy, the hierarchy and autocracy littered the data as the following quotation attests: “*Autocracy, could be a barrier when somebody says nobody will act against my way and will*” (LLA, II, p.5). Lecturer Leader B commented: “*At this stage we have tried to bring about certain change but it has not worked. At the end of the day we need to suggest that we need to have more interaction* (LLB, II, p.1), while Lecturer Leader C stated: “*Autocratic and very reserved, they sit in their offices and make decision about what should be done in class.*” (LLC, II, p.2).

In my view, an autocratic leadership style stifles lecturer creativity because lecturers have to do as they are told which results in leadership rarely emerging from them. Ash and Persall (2000) contend that “team learning, productive thinking and collaborative problem solving should replace control mechanisms, top down decision-making and enforcement of conformity” (p.16-17). FET Colleges, such as the one in my study, need to create opportunities to lead where the

leadership practice (Spillane, 2006) is more dispersed and replace control mechanism and enforcement of conformity with productive thinking and team learning. Spillane (2006) argues that leaders (campus managers, in my study) can not single handedly lead the institution to success but need to involve the array of individuals (lecturers) with various tools. A shift from autocratic and bureaucratic ways of leading towards a more distributed form is, I believe, essential. In my study, one of lecturers responded:

If I am in the lower level of hierarchy, it does not mean that I should not exercise some leadership roles because 'even the ship has got a captain' and the 'country has got the president'. There should be someone stirring the whole college to the certain direction but that doesn't stop us from the different levels of hierarchy to exercise leadership (LLA, FGI, p.3).

I align this with Ash and Persall (2000) who refer to leadership as 'formative' where there are many leadership possibilities and many leaders within the school, or in my case, a FET College. I argue that for lecturer leadership to be enacted in a FET College, the role of management needs to change. Formal leaders need to become "leaders of leaders" (Harris and Lambert, 2003, p.45) who continually strive to develop a relationship of trust with all stakeholders. Like in the school context, hierarchical structures and leadership styles in the FET College proved to be one of the powerful barriers of lecturer leadership.

In my study, building a collaborative culture required that management create an environment that supported collaboration among lecturers, provided them with time and relevant resources and also awarded those taking initiative (Ash and Persall, 2000). Lecturer Leader C felt that campus management could use an "*inclusive leadership style where all stakeholders work together*" (LLC, II, p.3) for a more collaborative culture. She believed that those that were not in formal management positions should be given a chance to make decisions in relation to developmental matters of the college. If this were to happen, it would be evidence of the "devolution of power" (Harris and Muijs, 2005,) whereby those occupying formal leadership positions distribute power and authority to those not holding any formal leadership positions. Ideally, this must be done in a dispersed rather than authorised manner (Gunter, 2005). Following Katzenmeyer and Moller (2001), I argue that lecturers are the group of people that are closest to students and seem to understand their needs better. As such, they are best placed to

know what impedes or enhances teaching and learning in the college. The CMT needs to work closely with these lecturers as leaders. This can be done through formal and informal conversations in the staffroom, through team building exercises, socializing and also ‘corridor talk’, so that they can identify the areas needing change. However, the opposite was evident in my research. The data indicated that there was a gap between the CMT and classroom lecturers. To support this claim Lecturer Leader C commented that “*Lecturers wanting to meet campus management are supposed to make an appointment via the reception which is unfair*” (LLC, II, p.2). It is my view that the campus managers adopt the “managing by wandering around (MBWA)” style, as suggested by Ash and Persall (2000). This management style requires the leader to spend time with the teachers and engage in conversation informally about teaching and learning to create an open culture and inviting distributed leadership to emerge. The opposite behaviour like, “*sitting in offices*” (LLB,II,p.2) and “*taking decisions independently*” (LLB, J, p.8) alienated the campus management from lecturers in my study and they were unable to understand each other and together identify areas for change.

The above argument indicates that lecturer leadership is mostly likely to flourish in an environment where there are shared values and goals and where opportunities are provided for lecturers to collaborate, reflect and share ideas about teaching practices. One of the principals in Crowther *et al*’s study reported: “I regard the teachers here as guardians of the culture. They take responsibility for many subjects that fit the school vision. This is because the school vision states that together we achieve the creation of lifelong learning, an enriched community with a flexible pathway to the future” (2002, p.15). I argue the same for the lecturers in the FET College; they are also the ‘guardians’ of the culture. They can influence their environment positively and/or negatively. Therefore, I argue that the concept of lecturer leadership is related to the culture and context of the college. The context of the college is created by many factors including lecturers themselves, the college history, as well as political and economic factors. All these influence how the college operates and determines how leadership is enacted. At this juncture, I align my views with Grant (2006) who writes that “a school that wishes to embrace teacher leadership would need to develop a culture that supports collaboration, partnership, team teaching and collective decision-making” (p.524). I am confident to say that in an FET College a

collaborative culture can and should embrace lecturer leadership. However, in my study this was not the case.

To sum up, it is not enough for lecturers to understand the context of the college and to align their goals to suit the expected change initiatives. Lecturers must believe that they can achieve their goals and that the college environment can be re-shaped to provide the support that they require. College management has the capacity to contribute to lecturers' goal attainment. But they need to be convinced that they can help and also encourage lecturers to participate in decision-making and allow them autonomy to implement those decisions to make leadership for change possible. This would develop lecturers to perform beyond their known abilities. It was not so in my study. Time, hierarchy and autocratic management styles, lecturer incapacity, a culture of mistrust and lack of support were factors that hindered lecturer leadership development. These barriers are discussed in detail in the following section.

4.3.2 General college environment

4.3.2.1 Time as barrier

The problem often discussed as posing a barrier to teacher leadership is the inability of educators to find adequate time in the day for leadership activities (Katzenmeyer and Moller, 2001). In my study, Lecturer Leader A cautioned that lecturers must avoid taking on a number of leadership roles because these could be time consuming. Instead, leadership opportunities need to be distributed amongst all lecturers to make the load bearable. He explains how *"sometimes taking initiative and involve yourself in a number of activities can be time consuming, as much as the lecturer leader would want to develop the learner holistically but time can be a barrier"* (LLA,II,p.5). Singh (2007) confirms that lecturers have to juggle their time within an already hectic day taken up by teaching in the classroom, undertaking extracurricular activities and also taking on other leadership roles. Lack of time interfered with lecturers' personal lives as well as their classroom work. They were sometimes expected to use family time or classroom time to take on other leadership roles, such as mentoring and inducting new lecturers. Their pedagogical knowledge was also required to share best practices, representing the college at a district level and stimulating the professional growth of colleagues as suggested by Wasley (1991). Lecturer Leader A wrote in support of sharing best practices and how he stimulated other lecturer

professionally; *“My leadership had a huge impact on other lecturers because the students asked them to do the same (getting lecturers from other campuses), we called it sharing best practices and networking”* (J, p.11), however, the time it took to engage these practices compromised other areas of his life and work. Lecturers were expected to engage in college quarterly report meetings where they become advocates for lecturers’ work, and work with others in improving the college’s decision-making process. All these activities took time whether done during or after college hours.

Thus, lecturers in this study thought of taking on leadership roles as an extension to their normal work load. Lecturer Leader B, for example, described her situation in this way: *“I don’t have time, because of teaching. I even take work home because it cannot be completed at work. There is always additional marking because of retesting”* (II, p.5). This is in line with the research of Grant (2008) who argues that, in South Africa, a lack of time and a teacher’s busy schedule are barriers to teacher leadership. This was also the case with regard to the lecturers in the FET College. One lecturer said *“today we need to do re-assessments within our time and you know things are hectic and we need to make time for assessing as well. In the mid of all this, I try to display lecturer leadership”* (LLB, II, p.3). Such comments showed the need for lecturers to make more time to complete their classroom related tasks, which was not possible in a given day as their free time was already utilized. It was clear that lecturers were overloaded and the thought of leadership as an extension to their work load was overwhelming.

4.3.2.2 The administrative overload

The new National Certificate Vocational (NCV) curriculum in the FET Colleges brought with it a lot of paperwork. Lecturers bemoaned the lack of time to even focus on classroom leadership because of paperwork. Ash and Persall are of the opinion that paperwork does not add value to leadership. Rather, it is a time waster. They say, *“Leaders should focus on people and processes, rather than on paperwork and administrative minutiae. Time should be spent on value added activities”* (2000, p.17). Lecturer Leader C described the load in this way: *“In this place we have a lot of paperwork to do and at the same time we suppose to be in class and teach the students. Every day we are given college based forms to complete and submit at a specific time”* (J, p.23). This is in line with the thinking of Purnell and Hill (1994) who explain that change efforts in

schools are restricted because time needed for collaboration conflicts with “conventional school practices, traditions, rules and regulations, collective bargaining and other determinants of time” (p.1). During my observation, over the period of three months when the opportunity presented itself, I noticed that

Lecturers seemed to spend a lot of time making copies in preparation for lessons during their non teaching time as well as break times. If they were not in the photocopy room they were busy sorting the student's portfolio of evidence (POE) in preparation for moderation and performance evaluation (R. Observation, 25 March 2009).

Another lecturer supported the above, saying, “the amount of time spent on administration work is too much, I feel that it is affecting my vision on lecturer leadership” (LLB, II, p.2). It was clear that the three lecturer leaders could not ignore their core function in the classroom to take on leadership roles outside the class. This is in line with the thinking of Harris and Lamberts who contend 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” (2003, p.44).

4.3.2.3 Geographical distance as a barrier

Lecturers found it time consuming and hard to interact with other lecturers across campuses because of the geographical distance. In support of the above statement, Harris and Muijs (2005) argues that geographical separation makes it difficult for teachers to connect. This was even more so at the FET College because this one college had a number of campuses across which the staff were expected to collaborate. This geographical distance created a barrier to lecturer collaboration and shared decision-making because lecturers could not often meet. This barrier was evident when one of the lecturers commented: “It is very hard to attend the committee meetings because of the distance between campuses and sometimes you have to use your own car to be there on time” (LLC, J, p.16). In a school context, Grant and Jugmohan (2008) observe that the literal space between home and school where teachers needed to commute daily resulted in a loss of time due to traveling and was a barrier to the take up of lecturer leadership. I also argue that at the FET College the distance between campuses resulted in a loss of time when lecturers commuted to other campuses for meetings and collaborative activities. However, Kraak and Hall (1999) point out that alternative form of communication such as telephone, emails and transport

can be used to bridge the distance but that these are sometimes expensive. Moreover, Smiley and Denny (1990) argue that time taken for working outside the classroom which may be, in my study, at another campus, probably interferes with time needed for students in the classroom. During my observation, I noticed that *“when committee meetings were held little teaching took place because lecturers had to travel from their campuses to another about an hour before the start of the meeting”* (R. Observation, 11 March 2009).

4.3.2.4 Lecturer resistance and leadership incapacity

Lecturer resistance to leadership emerged as another barrier to lecturer leadership. This is in line with the research of Harris and Muijs (2005) who highlight the unwillingness of teachers to take on leadership roles. In my study, some lecturers were happy with teaching and departing immediately after the college hours. One lecturer's response in the survey questionnaire stated *“lecturers themselves are not willing to go for training as it clashes with their personal lives”* (SQ ,B3) whereas another wrote *“people are not always interested to take up such positions because of the responsibility that goes with it e.g. extra hours, Saturdays, Sundays etc”* (SQ,B16). This indicated that lecturers were demotivated and they did not have a will to lead, regardless of whether opportunities were created or not. If lectures are not willing to take on leadership roles they are closing doors for themselves, furthermore, the possibilities of being creative and innovative in the classroom would be very slim, thus affecting students performance. According to Harris and Lambert (2003) *“when teachers take on leadership roles it positively influences their ability to innovate in the classroom and has a positive effect on student learning and outcome”* (p.43). This, I believe, also pertains to the lecturers in the FET College context.

Some lecturers in my study lacked the skills and capacity to lead because they did not see themselves as leaders. Hargreaves and Fullan (1992) insist that for effective teacher leadership, teachers (lecturers in my case) must have enough skills and knowledge to lead in that particular field. In support of the view of Hargreaves and Fullan, one lecturer reflected that in the college there was a *“lack of understanding that lecturers are leaders”* (LLA, J, p.17). This comment gave an indication that lecturers were unfamiliar with the concept of lecturer leadership. Furthermore, in my study, those who had a limited understanding of lecturer leadership were

afraid of leading. They felt very intimidated to pursue what they were not clear about. I agree with Steyn (2000) and Ash and Persall (2000) that if teachers were in control they would not feel intimidated by external measures to meet what was expected of them. However, this was unfortunately not the case in the college I studied. To overcome this barrier, Harris (2003) points out that these teachers (lecturers in my case), must be capacitated to improve their self confidence to act as leaders.

In addition, lecturers who attempted the take-up of leadership roles, sometimes felt threatened by those who did not take-up leadership roles. Harris (2003) explain how this can “lead to estrangement between teachers” (p.443). One lecturer in my study wrote, *“I have come across the following barrier; colleagues calling me names e.g. the attention seeker (LLA, J, p.17).* This instilled a feeling of disappointment and disillusion in those that wanted to take-up leadership roles. The same lecturer responded as follows during the focus group interview: *“There are situations where I work under a lot of fear, pressure as well. I am afraid to raise my concern or show people what I am made of as I am in the new environment (LLA, FGI, p.11).* This lecturer was torn between his need for achievement, and belonging to a peer group that did not support lecturer leadership. During the six month period, I observed how some lecturers at the college wanted to conform to particular group norms. For example, on Fridays, tuition finishes at 12:00 at the college, and then the remaining time is spent on development activities for lecturers and students. During my observation, *“I noticed that some lecturers left early and did not engage themselves in developmental activities”* (R. Observation, 15 May 2009). My sense was that these lecturers could have felt that they were being abused or overworked by management. Lecturer Leader A stated that *“once they put change, people will start to complain. People do not want to adjust to change”* (II, p.6). Hopkins, Ainscow and West (1994) stress that change “must be overtly accepted to become real” (p.129). If lecturers reject change it will not take place even when campus managers try their best. Lecturer Leaders A further commented that *“People are so used to being led autocratically, once they are led in a democratic way, incorporating subordinates, then they react in an odd way”* (II,p.7). This was evidence that lecturers still wanted to do things in a more traditional way and at the same time, complained that they were not given opportunities to lead.

4.3.2.5. A culture of mistrust, a lack of support and care

By virtue of their formal leadership position, campus management was in a position to promote lecturer leadership through a distributed leadership practice at the college. However, dispersed distributed leadership did not take place. Instead, leadership rested on the shoulders of those who held formal management positions and who delegated responsibilities whenever and to whoever they deemed fit. In most situations, these activities were distributed in an authorized way. This form of distributed leadership can be interpreted as ‘dumping’ duties on lecturers because it was not an authentic distribution of duties, powers and authority to develop the lecturers. Some lecturers were forced to take up leadership challenges in the name of delegation, even in areas where they lacked expertise. One lecturer responded:

I think it can affect anyone if you are told that you have to take on a new subject. It is quite difficult especially if you did not specialize with that subject. There again you need the support and it goes back to your management and whether you work in an environment that provides support, that helps and assist to develop the intrinsic wealth within you as a lecturer. If this is not happening it makes your task as the teacher more difficult, challenging and at the end of the day the word ‘innovation’ does not exist (LLB, FGI, p.13).

When lecturers took on tasks authorised by campus management, they often lacked enthusiasm or motivation to see those tasks through. To reiterate, Lecturer Leader B commented that taking on a new subject package was very difficult. Sherrill (2002), cited in Wynne (2002), confirms that teachers (lecturers in my case) seldom get chances to take on leadership roles and if they do they are often given leadership roles where they lack skills to make them successful leaders.

Evidence pointed to the lack of support and lack of care by campus management for lecturers when they took on leadership roles or ran with any initiative. One lecturer responded that “management did not support us as the lecturer leaders. At the end of the day, no one is perfect and we understand that, they are also not perfect” (LLB, II, p.4). Another lecturer remarked “SMT don’t worry about what happens in class, they don’t care what the problems are” (LLC, II, p.2). The need for the culture of support and care is emphasized in the work of Wasley (1991) who explains that for teacher leadership to be enacted and become a reality, teachers must be supported in their work and the culture must be made conducive to these new roles. In the context of the FET College, I argue that a lack of real support to lecturers impeded their

motivational levels to become lecturer leaders. In the South African context, Grant (2008) writes that the role of school principals is to create conditions necessary for teachers to lead and ‘put the pieces together’. I argue that in my study, campus managers needed to create the necessary conditions as stated by Grant (2008) in order to produce good relations within the college because lecturer leaders have potential that should be unleashed and encouraged to emerge for college improvement. Katzenmeyer and Moller (2001) refer to it as a ‘sleeping giant’ that must be awakened.

Another barrier to the development of lecturer leadership that emerged in my study was the element of mistrust between the campus management and lecturers. Lecturer Leader C wrote, “*I no longer go to the campus management because I no longer trust them. They do not have the learner at heart. I always take decisions when it comes to how I deal with the students in my classroom*” (LLC, II, p.2). Another lecturer contended that “*trust is important, I think if the senior management knows that you are not afraid to take initiative they will begin to trust you and end up delegating task as well as authority because they know that you are trustworthy*” (LLA, J, p.6). This lack of trust indicates that a culture of lecturer leadership was unlikely to emerge because, as Grant (2005) argues, teacher leadership involves “teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust” (p. 45). At the FET College, a culture of mutual trust had faded and lecturers no longer trusted campus management. The element of mistrust was also caused by inconsistency in the way in which campus management managed. One lecturer explained how rules and regulations were applied inconsistently, which contributed to a lack of trust at the college. She gave the following examples to substantiate her point:

For instance, last year they said we mustn’t conduct trial because students are not willing to attend classes after trial exams and the syllabus is not yet finished. But this year we are conducting trials. Another thing if you come late this week your name is highlighted in the time book comes next week nobody is highlighted (LLC, FGI, p.11).

This type of leadership is similar to a laissez-faire type where there are no clear directives and consequently people just do as they please. There was inconsistency with regard to following

systems and procedures because these systems and procedure were open to change and had no known boundaries.

To overcome this barrier, the participants assert that a supportive culture must be developed at the college so that lecturers would be more likely to stay and dedicate themselves to teaching and learning and take on leadership roles (Harris and Muijs, 2005). This would be possible because they would have respect for each other and develop trust towards the college and its management. *“If you are trusting, respecting others and are willing to be taught and if secondly, there is no fear, lecturer leadership can be promoted” (LLA, J, p.6).* Harris agrees that a culture of trust is “both a facilitator of and a result of teacher leadership” (2004, p.104). Furthermore, the same author suggests that giving teachers autonomy can help create this culture of trust. I argue that trust is linked with openness; if you are open as a lecturer, management will trust you and they will have no reason to put a stop to your leadership initiative thus lecturer leadership would be explored. Lecturer Leader B responded similarly during the focus group interview: *‘I’m saying it is very important to have an open culture and that will bring about more efficiency’ (FGI, p.8).*

4.4 STRATEGIES TO DEVELOP LECTURER LEADERSHIP

In this section I consider what lecturers and those in the formal leadership position might do to further develop lecturer leadership in the FET College studied. My major focus is on the informal lecturer leadership, but some of the strategies can be applied by those who intend assuming formal leadership roles. The three strategies: working towards a collaborative college culture, professional development opportunities, the importance of dialogue, and effective regular meetings, are based on the data I gathered.

4.4.1 Building a collaborative college culture

To develop lecturer leadership, I agree that there must be a ‘shift in culture’ towards more collaboration where lecturers work together with other lecturers and with the campus management and also iron out the element of ‘us and them’ mentality. One lecturer contends: *“I said in lecturer leadership there should be a bond between the staff, it should be practiced in*

such a way that you avoid “them and us” us the subordinates and them the seniors (LLA, II, p.8). This ‘us and them’ created division among staff and management. The divided staff cannot work collaboratively and this could affect the development of lecturer leadership negatively. The same lecturer further commented: *“The united staff is likely to produce good results but if you do away with the factors that are barriers to lecturer leadership like suppression, fear and autocracy and we say we are one staff everyone is at liberty to voice his or her beliefs. Then lecturer leadership will be a success. (LLA, II, p.8).* To me, this indicated that if there was a culture of collaboration, all staff would work freely, without fear of others and suppression by another. As a result, they would be able to take-up further leadership roles. This idea was in line with Grant’s (2006) who states that teacher leaders must work with other practitioners in team teaching and participate in decision-making without fear.

4.4.2 Professional development opportunities

Unlike the traditional views of leadership, I work from the premise that the art of leadership can be taught because leaders are not born (Davidoff and Lazarus, 2002). Those in leadership positions can assist in the training of lecturer leaders by providing leadership opportunities. In line with this thinking, lecturers in my study suggested that they needed to be developed professionally to take on leadership roles. Lecturers responded as follows about lecturer development: *“I would like to see workshops taking place in all the schools you convert teachers from not being teachers but to put something extra. It’s not about just being a lecturer but being a lecturer leader!” (LLA, II, p.8).* Lecturer Leader B likewise commented in support of lecturer development and the use of expert knowledge: *“If you want to be a teacher leader you need to be an expert in your field. People will admire you and want to learn from you if you are knowledgeable” (LLB, J, p.14).* Lecturer Leader C’s comment is more management related as she believed that for lecturer leadership to develop at the college *“Management needs training; they don’t know what lecturer leadership is all about.” (LLC, II, p.4).* These views are echoed by Harris and Lambert (2003) who suggests that to generate and sustain lecturer leadership:

opportunities for continuous professional development that focus not just on the development of teachers skills and knowledge but aspects specific to their leadership role, such as leading groups and workshops, collaborative work, mentoring, teaching adults and action research are crucial (2003, p.45).

Lecturers suggested that professional development was required for both themselves and campus management so that they would understand their job more and continuously improve learner performance. They also wanted to improve their teaching and learning skills to become experts as Harris and Lambert (2003) state. Lecturer Leader C continued to share her belief that leadership must not be associated with position but opportunities must be created for everyone to lead. This, she argued, can be possible if lecturer leaders were trained. One of the lecturer leaders suggested that *“workshops where both management and lecturers do things together must be organized. We need to have some kind of training that will include us all as lecturers and managers” (LLC, II, p.3)*. This lecturer argued that lecturers and management attend the same workshop, where they work together, so that they will know and understand each other much better.

4.4.3 The importance of dialogue and regular effective meetings

Having regular effective meetings could be another strategy that can be used by an FET College to develop lecturer leadership. Having regular meetings could create a clear flow of communication where people understand what is required of them. Such a practice also facilitates the identification of gaps or problems, where change could be introduced. Having regular meetings could assist the lecturers in my study to identify opportunities where they can take on leadership roles and rescue management from their leadership paralysis because campus managers would understand lecturers even better as they regularly work with them. Lecturer Leader B responded in her interview: *“In any job even being a teacher, you need to communicate with those above you because if you don’t have two- way communication that immediately is an obstacle” (II, p.2)*. This response was in alignment with Grant and Jugmohan (2008) who argue for the importance of dialogic spaces in schools. They stress that people should talk openly and honestly about their experiences and feelings. In my case, I argue that campus management should discourage “monologic spaces” (Grant and Jugmohan, 2008) where there are silences among lecturers and management, and instead create an authentic dialogic space which could be in the form of regular meetings so that lecturers can talk, raise their concerns honestly and share their expertise. Harris and Muijs (2005) support this idea of regular meetings but add that

schools (FET colleges in my case) must plan meetings that engage teachers in collaborative discussions of teaching and learning, rather than having SMT-dominated meetings.

In line with the thinking above, Lecturer Leader B claimed that having regular meetings during the examination period would make the invigilators understand what was expected of them. She wrote in her journal: *“I always ensure that all invigilators have a briefing before we start, ensure that all invigilators know their duties, double check number and mark sheets” (LLB, J, p.11)*. Having regular meetings did not only improve the way exams were handled, but it improved team work where lecturers shared best practices and ideas. For example, Lecturer Leader C was of the opinion that *“as lecturers we need to have an exam meeting where we disclose all our concerns and uncertainties cause really we cannot always keep things from them, but this need courage so that we can work together” (II, p.4)*. This confirms the findings of Lieberman *et al* (1988) that courage and risk taking are essential to authentic teacher leadership. However, Katzenmeyer and Moller (2001) caution that we need to decide whether meetings are necessary because we find that people get into the habit of attending meetings where they rarely accomplish outcomes. I agree with Katzenmeyer and Moller (2001) but qualify my position by stating that meetings may create dialogic space for authentic lecturer collaboration and ‘voice’ within a culture of trust.

4.5 CONCLUSION

This chapter on the enactment of lecturer leadership examined how the concept was understood in the context of South Africa in particular one FET College. It also explored the fertile culture of collaboration necessary for the emergence of lecturer leadership and the development of a distributed leadership practice. The data revealed that lecturers and campus managers needed to work together to create a culture which would be conducive to the development of lecturer leadership across campuses. Senior management and staff should learn about the concept of lecturer leadership so that they are able to devolve power and authority to lecturers for the prosperity of the college. I trust that when lecturers and campus managers interact collegially, leadership practice will be distributed whether in an authorized or dispersed manner.

The final chapter focuses on the recommendations emanating from my findings.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter highlights key findings and reflects on selected aspects of the research process. It also identifies gaps not covered by this study and suggests what other researchers interested in the topic of lecturer leadership might pursue.

5.2 SUMMARY OF KEY FINDINGS

In this section, I discuss the summary of the finding of my research project and review the extent to which the findings answered the research questions. Firstly, I describe the uniqueness of my participants by identifying their personality traits, skills and knowledge that they brought to the practice of leadership. Secondly, I discuss the key findings that answer the first research question, which is how lecturer leadership is enacted in the FET College. Thirdly, I discuss the key findings that answer the second research question by identifying the barriers and enhancing factors of lecturer leadership in the FET College context.

It emerged from the data, after tracking the three lecturer leaders for the period of six months that lecturer leaders needed to possess particular skills and knowledge where pedagogical knowledge seemed to be the most important. All three participants agreed that, amongst others, leaders must have communication skills, listening skills, and some procedural skills to perform tasks given. Furthermore, my findings revealed that lecturer leaders may have different character traits ranging from obedience to a sense of rebelliousness. However, they all agreed that team work, a strong work ethic, mutual respect, discipline and risk taking, are among the characteristics of a good leader. In line with the thinking of Harris and Muijs (2005), I affirm that lecturer leaders are experts who spend the majority of time in the classroom and take on leadership roles where necessary.

5.2.1 How is lecturer leadership enacted in the FET College where I work?

Some lecturers in the case study FET College did not see themselves as leaders because they linked leadership with a formal position. They believed that only people in formal management

positions can lead. These ideas reflect a limited understanding of the concept of lecturer leadership. However, some of the lecturers were of the idea that leadership is not for the selected few at the top of the hierarchy but everybody in the institution can lead (Harris and Muijs, 2005). This shift in mindset could be supported by professional development opportunities such as workshops and formal or informal short courses, where all academic and support staff can learn about lecturer leadership and work together to come up with innovative approaches to develop lecturer leadership at the college. I believe that the professional development of lecturers and management can help change the mindset about lecturer leadership and help lecturers take up leadership roles that will improve student performance at the FET College.

In the South African school context, Grant argues that “developing a culture of teacher leadership is an evolutionary process, underpinned by a new understanding of teacher leadership” (Grant, 2005, p.529). This is also applicable to the context of the FET College. Lecturers need to shift their mindsets about the concept of leadership in terms of who should lead and how leadership should occur. Attempts to promote lecturer leadership at the micro level requires a shift of mindset by all involved in teaching and learning at the FET College, including lecturers, management, College Council members and administrators. I, therefore, call for a shift in understanding lecturer leadership from something that a leader does to a follower (Bennett *et al*, 2003), towards an understanding of lecturer leadership as the interaction between the leader, follower and the situation (Spillane, 2006), where leadership is not viewed as an event but as a practice in which many can lead.

Although the three lecturers took on leadership roles, they tended to lead mostly in their classrooms (Zone 1) and rarely led beyond the classroom with other lecturers and students in curricular and co-curricular development (Zone 2) except for one lecturer who displayed the tendency of working individually both inside and outside the classroom. York-Barr and Duke (2004) condone the idea of working individually. They claim teachers can individually or collectively influence their colleagues to improve teaching and learning. Most of the leadership practices taken up by the participants in my study were delegated by the campus management which can be referred to as ‘authorized distributed leadership’ (Gunter, 2005). Dispersed

distributed leadership practices were the exception rather than the norm as lecturers did not take much initiative on their own.

In relation to decision-making processes, it emerged that the campus management team in this case study FET College made all the important decisions that affected the core function of the college, whilst the lecturers' suggestions were largely ignored. This was done in a subtle way and, whilst this may have been perceived as a collaborative culture, in actual fact a culture of 'contrived collegiality' persisted. Hargreaves (1999) states that contrived collegiality takes place where teachers (lecturers in my case) are compelled to perform a task in a prescribed way over a set period of time by the heads. I would say the culture that existed at the college was non collaborative and individualistic. This was accompanied by autocratic and confrontational leadership and management styles. These styles tended to be intimidatory, authoritative and hindering rather than developmental. In reaction, lecturers pleaded for a more democratic and bottom up approach to leadership where a dialogic space is created for effective leadership practice.

The issue of decision-making remains problematic in the schools and the FET Colleges in South Africa. Singh's (2007) study revealed that in one of her research schools decision-making was not shared. This is similar to the work of Ntuzela (2008) who affirm the non existence of shared decision-making in his research school. In my study, the campus managers seemed to consult with lecturers but they did not use the lecturers' input and a high degree of 'pseudo democracy' therefore prevailed. Dean (1987) states that the principal is likely to make better decisions if he involves and consults with other members of staff, and use their ideas as well as his own, unlike in my case. Likewise, Conco (2004) suggests that principals should be empowered with decision-making skills in order to cope with the demands of management and new educational policies, norms and values. In my context, the lecturer leaders assert that campus managers needed to be capacitated to run the campus and they must be inducted into the new changes and challenges that are currently taking place.

The findings of my study indicated that a hierarchical management structure was still evident at the FET College. There was a growing tension between the need for collegiality and the existing top down management strategies in the FET sector. This is similar to Conco's (2004) primary

school study where she found that there was a high degree of hierarchy in the school structure. Chatturgoon's (2009) study also revealed similar tendencies in secondary schools. This further convinced me that hierarchy persists in different levels of the education system in South Africa, whether at a primary, secondary or FET College level. I agree with Ngcongo and Chetty (2000) cited in Conco (2004) who contemplate that in South Africa, prior to the democratic elections of 1994, the concept of management was generally seen as one person's activity, the person who holds a formal leadership position in the organization. Like Johnston and Pickers-Gill (1992), I argue that for schools and colleges to embrace a high degree of change, emphasis must be placed on adequate staff training, capacitating and provision of resources. This nature of change is not to be underestimated. However, the ideas above do not rule out the idea of hierarchy and the top down management, but I emphasize the importance of bottom up strategies too.

In conclusion, lecturers in the case study FET College, to a very great extent, enacted lecturer leadership in a delegated form because they did not take up leadership roles of their own will; instead the campus managers delegated tasks to them. Their lecturer leadership was mostly confined to their classroom; they mostly lead within the zone of the classroom because CMT understood lecturer leadership as an activity of those holding formal management positions therefore, they did not devolve power and authority to lecturers not holding formal leadership positions. The non collaborative and individualistic culture of the college made it difficult for the lecturers to enact leadership. They were seldom involved in decision-making processes. Their participation and collaborative ways were also contrived. The college was led in a hierarchical and bureaucratic manner which did not promote the effective enactment of lecturer leadership.

5.2.2. What factors promoted or hindered the enactment of lecturer leadership in the context of the FET College, where I work?

The participants in my study identified a number of barriers hindering the development of lecturer leadership at the college. The most evident barriers were lack of time, lecturers' unwillingness or lacking capacity to lead, a culture of mistrust, lack of support and care which prevented campus management from devolving authority and power to all lecturers. These

barriers were similar to the findings of the Harris and Muijs (2005) study in three schools in England, where teachers complained about limited time in the day and the lack of capacity to practice leadership. In support of distributed leadership, Grant (2006) argues that for teacher leadership to flourish, senior management needs to distribute leadership activities fairly to all educators and encourage collegial interactions between them. The three lecturers in my study suggested that for a more distributed form of leadership to take place at the college, there must be an environment which is collaborative, allowing people to express themselves freely. Furthermore, professional development must be at the heart of the college where both lecturer and campus management are equally developed. Finally, there was a suggestion that regular meetings be held to share best practice and encourage the culture of collaboration.

The lecturers at the FET College bemoaned the lack of support and the culture of mistrust at the college. This culture discouraged them to take up leadership roles; consequently, they lacked enthusiasm and motivation to see the task through. The data also revealed misunderstanding between the lecturers and campus management. I suggest that campuses embark on an intensive team building exercise that will enable them to understand and learn to trust each other. Harris and Muijs (2005) support this idea, and argue that “trust is most likely to develop in schools where relationships are strong, in the sense that staff knows, or think they know, one another” (p.127). Harris and Muijs emphasize the importance of developing strong relationships and I suggest this can be done through team building. Likewise, Sherril (1999) argues that teacher leadership can be nurtured through new working relationships between teachers and managers. I also endorse this idea for the FET Colleges i.e. building positive relationships between lecturers and management can nurture lecturer leadership.

5.3 REFLECTIONS ON THE CONTEXT: THE GROUP RESEARCH PROJECT

The group research project was a very good idea and was successful. As a group, we conceptualized the group research project on teacher leadership, discussed the possible research questions and we developed the research instruments together that assisted us in collecting data to answer the research questions, as discussed in detail in Chapter Three. Moreover, as novice researchers, the group research project helped us to support each other morally and through

sharing resources and ideas throughout the research, and the dissertation writing phases. However, working as a group has its limitation. For example, one can lose one's own voice and get carried away by the force of the group. This happened to me. I got carried away by the school context of the majority of students and forgot the uniqueness of my FET context. My supervisor brought this to my attention. She insisted that I own my context and write with the view of the FET College in mind that is when I was able to produce this dissertation.

Instruments developed as a group collected divergent data because our context and the culture of the seven schools and one FET College varied, which impacted on the way we collected data and presented findings. As a result, I am confident that our individual case studies are convincingly distinct. Consequently, we were able to find a number of barriers and strategies to develop lecturer/teacher leadership in the South African context which was the purpose of the research. I positively recommend the group research to novice future researchers so that they can support, encourage and motivate each other throughout the research process.

5.4 REFLECTION ON THE TEACHER LEADERSHIP MODEL.

The zones and role model of teacher leadership designed by Grant (2008) was used as an observation and an analysis tool. As a group of students and the supervisor, we further adapted the tool by including indicators to determine the zones and the roles where the teachers, or lecturers in my case, can lead. These indicators together with the original model were further used as the observation tool. This tool did not work well for my study because the context of the college influenced the use of this tool. Firstly, the tool was designed for the school context and did not match the context of the FET College, for example, the integrated quality management system (IQMS) of the FET College differs from that of the schooling system. However, I adapted the zones and roles model of teacher leadership to suit my FET College lecturer leadership context. Secondly, the tool could not cater for the multi-site institution; I did not know where to classify the intercampus communication role. Was it supposed to be Zone 2 which is outside the classroom and the campus, but within the college, or to classify it as a totally different zone? I eventually fitted the intercampus role in Zone 2. Secondly, the content of the tool, especially the indicators, limited the scope of my observation. I was tempted to make the

lecturer leaders comply with the already existing criteria, whereas I was supposed to use the zones and role model as a guide. After a few observations, I discontinued using the tool and I adopted a system where I recorded the activities that took place at the college at the end of each day, as they were enacted, without fitting them in a particular tool. Despite some of the difficulties I encountered with Grant's (2008) model, I would suggest that future researchers use this model for teacher/ lecturer leadership as their analysis tool.

5.5 REFLECTIONS ON DISTRIBUTED LEADERSHIP AS A THEORETICAL FRAMEWORK.

This was a useful theory because it gave me the language to describe the enactment of lecturer leadership in my case study college. It also demonstrated how heads can devolve power and authority to lecturers and promote a culture of shared decision-making. However, a distributed form of leadership had its limitations. In my study, I viewed distributed leadership theory as prescription rather than a description of how leadership can be enacted. I ended up positioning distributed leadership as the only theory that can lead to the enactment of lecturer leadership at the FET College whereas there are other theories that I could have explored. Prescribing distributed leadership made me overlook other types of leadership that may have emerged. In the context of South Africa, policies such as the Employment of Educators Act (No 76 of 1998) are formulated to favour the delegated form of leadership. The job descriptions of lecturers, senior lecturers and campus managers differ in terms of the expected levels of management and leadership roles they need to take up, and their salary scales also endorse this. Changes to the dispersed distributed form of leadership in South Africa need to be enforced from the formulation of policies nationally and be cascaded down to policy implementation that takes place in the FET Colleges.

5.6 RECOMMENDATIONS FOR DEALING WITH THE IDENTIFIED BARRIERS TO THE ENACTMENT OF LECTURER LEADERSHIP.

After discussing the key findings of the case study FET college, I realize the gaps that existed and how these gaps can be dealt with. In this section I discuss my suggestions and recommend

ways of dealing with the gaps and barriers identified in the study. To promote lecturer leadership in the institution, I recommend that lecturer leaders must be rewarded for their attempts, campus managers need to be developed to be the change agents in the case study college and the culture of the college need to be challenged. A new culture of support, trust and care needs to be built to help lecturers enact leadership at the FET College. The above recommendations are discussed in details in the following sub-sections:

5.6.1 Recognizing and rewarding lecturer leadership attempts

Campus Management should create conditions for lecturers to grow at the College. Rewarding lecturers for taking up leadership roles, I believe will encourage them to take up more roles and make them grow professionally, which will also improve teaching and learning at the FET College. I align my ideas with Harris and Muijs (2005) whose findings indicate that teachers needed “some form of external recognition or accreditation for their efforts” (p.99). The incentives can be monetary or in a form of a certificate, for example, a recognition certificate or a certificate of appraisal. Furthermore, lecturers can be rewarded by giving them more time to take up leadership roles without letting them use their own family time, this time can be built into campus daily teaching timetable. Moreover, lecturers need to enact leadership at their own pace without being pushed by the campus managers or senior lecturers. If they are given space and time, emergent distributed forms of leadership will begin to show at the college.

5.6.2 Building the culture of support and care

To build a culture of support and care, where lecturers are supported by those in formal leadership position and where they guide each other when it come to the classroom, campus and college issues, I suggest that professional dialogue and diagonal communication be developed at the college. Like, Harris (2004) I also suggest that campuses should break down these subject barriers and create cross subject teams where lecturers could start working outside their cocoon of subject committee and network with others in the college across Zones two and three. This could improve their understanding of each other and lecturer can start working collaboratively as a campus. Furthermore, campus management and lecturers need to adopt a “no-blame attitude when things go wrong” (Crowther *et al*, 2002, p.30) in order to improve their relationships, trust and support each other. Pointing fingers at each other does not improve lecturer leadership but it

instead discourages lecturer to take-up leadership roles because of fear that if they fail they will be blamed.

5.6.3 Campus managers as change agents

Campus managers should develop an element of trust. They should start entrusting tasks to lecturers not holding formal management positions. But the problem is, if these campus managers feared to delegate as discussed in the summary of key findings section, one can imagine how much more they feared distribution of authority and power as suggested by Bennett *et al* (2003). I suggest that the college management must intervene and put into place training programmes that will assist campus managers to change their leadership and management practices. The Advanced Certificate in Education (ACE) specializing in education leadership and management can equip the Campus Managers with the ability to deal with leadership challenges they face everyday in their field of work. I feel this form of professional development should be an ongoing educational process for the effective functioning of the FET College because, without special attention to effective leadership, attempts of improving quality of education in South African FET Colleges, change will be in vain.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

When conducting my research I found that the FET College is an under researched education sector i.e. there are a number of gaps that exist around the areas of leadership, management and lecturer leadership in this context. More research needs to be done to further study the impact of lecturer leadership in the FET sector. The following are suggestions for further research:

- A quantitative study, with a larger sample, exploring the lecturers' perceptions and experiences about lecturer leadership at the FET Colleges. This would give an idea of how a large number of lecturers at the FET Colleges understand and define the concept of lecturer leadership. Findings of this research can serve as a base for a more nuanced and thick description of lecturer leadership in the FET sector.

- My study focused on how lecturers enacted lecturer leadership by following three lecturers over the period of six months. However, a gap still exists in relation to the role of Campus Management or college Senior Management Teams in developing lecturer leadership amongst the lecturers in the FET sector. Further research might involve tracking campus managers to determine whether they support lecturers when enacting lecturer leadership. This would establish factors that promote or hinder the enactment of lecturer leadership from the perspective of the Campus managers.

- An analysis of the FET Act (16 of 2006) and other FET related policies to determine what they say or the silences about the enactment of lecturer leadership in the FET College. Future researchers might establish how lecturer leadership can be developed and where there are schisms between policy and practice. This can be done to guide policy making and the policy makers on critical issues of designing policies that directly address issues of leadership and management as they are the heart of the FET College.

- A qualitative study to explore the impact of distance between campuses, on lecturer leadership and distributed leadership. I found this to be a gap in my study, bridging the geographical gap tends to be a challenge because communication and dialogic space seem to be invaded.

5.8 CONCLUSION

Lecturer leadership plays a very critical role in teaching and learning in the FET College context, just as teacher leadership does in the schooling context. It has the potential to improve learner performance. However, lecturer leadership must be enhanced and nurtured to yield benefits in an educational institution. The Senior Management team should take a leading role in developing lecturer leadership and this practice needs to be made a norm rather than an exception at the college. The SMT should nurture lecturer leadership by devolving power and authority to all lecturers and encouraging them, through dialogue and rewards, to take up leadership roles. Lecturers must also be willing to take the initiative and take-up leadership roles, both inside and outside the classroom. Both lecturers and SMT must support each other in this leadership

practice journey which needs to be treaded carefully as it is still fairly new in our democratic country.

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APPENDIX 1 CONSENT LETTER:

6 October 2008

Dear Campus Manager

I am a student at the above mentioned university and I am presently engaged in a group research project which aims to explore teacher leaders in action in schools. Teacher leadership is an emerging field of research in South Africa and I believe that teacher leadership has a powerful role to play in improving the teaching and learning in our South African schools. In this regard I have identified the FET college as a successful college which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into lecturer leadership in your campus, and work particularly with three lecturer leaders who are willing to work closely with me to extend the boundaries of our knowledge on this concept.

Please note that this is not an evaluation of performance or competence of your lecturers 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. In this regard, participants will be asked to complete a consent form. Furthermore, in the interests of the participants, feedback will be given to them during and at the end of the project.

I can be contacted on 033 -3412142 during office hours and 0834841270 after hours. My supervisor Ms Callie Grant can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development).

You may contact my supervisor or me should you have any queries

Yours faithfully

Beatrice Mpangase

-----**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 project. I am willing for my school to be a research school in this project.

Signature of Campus Manager

Date

.....

APPENDIX 2: CONSENT LETTER

6 October 2008

Dear Lecturer

I am sending this invitation to you as a lecturer who might be interested in participating in a research project about lecturer leadership in the FET College. My name is Beatrice Mpangase and I am currently a student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently involved in a research project which aims to explore lecturer leaders in action in the FET College. Lecturer leadership is an emerging field of research in South Africa and I believe that lecturer leadership has a powerful role to play in improving the teaching and learning in our FET college. In this regard I have identified your college as a successful college which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into lecturer leadership in your college, and work closely with you, particularly, to extend the boundaries of our knowledge on this concept.

The research project is framed by the following broad research questions:

1. How is lecturer leadership enacted in the FET College?
2. What factors enhance or hinder this 'enactment'?

Please note that this is not an evaluation of performance or competence of you as a lecturer. Your identity will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold your autonomy and you will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, you will be asked to complete a consent form. Furthermore, feedback will be given to you during and at the end of the project.

I can be contacted on 033 3412142 during office hours and 0834841270. My supervisor, Ms Callie Grant, can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development).

Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely
Beatrice Mpangase

-----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 project. I am willing to participate in this research project.

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

Signature of Lecturer

Date

.....

.....

APPENDIX 3: CONSENT LETTER

6 October 2008

Dear Lecturer Leader

I am sending this invitation to you as a lecturer who might be interested in participating in a research project about lecturer leadership in the FET College. My name is **Beatrice Mpangase** and I am currently a student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently involved in a research project which aims to explore lecturer leaders in action in the FET College. Lecturer leadership is an emerging field of research in South Africa and I believe that lecturer leadership has a powerful role to play in improving the teaching and learning in our FET college. In this regard I have identified your college as a successful college which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into lecturer leadership in your college, and work closely with you, particularly, to extend the boundaries of our knowledge on this concept.

The research project is framed by the following broad research questions:

1. How is lecturer leadership enacted in the FET College?
2. What factors enhance or hinder this 'enactment'?

I am seeking three lecturers from the FET college who:

- Are interested in making a contribution to this research.
- See themselves as lecturer leaders.
- Are interested in developing lecturer leadership opportunities in the FET College.

Please note that this is not an evaluation of performance or competence of you as a lecturer. Your identity will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold your autonomy and you will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, you will be asked to complete a consent form. Furthermore, feedback will be given to you during and at the end of the project.

I can be contacted on 033 3412142 during office hours and 0834841270. My supervisor, Ms Callie Grant, can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development).

Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

Beatrice Mpangase

Declaration

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

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

Signature of Lecturer

Date

.....

.....

APPENDIX 4

LECTURER LEADERSHIP IN ACTION 2008 - 2009 FET COLLEGE OBSERVATION SCHEDULE

1. Background information on the FET college

- Name of the FET college
- Number of learners
- Number of lecturers
- Number on SMT
- Subjects offered
- What is the medium of instruction
- Pass rate 2005_____ 2006_____ 2007_____ 2008_____
- Classrooms: Block____ Bricks____ Prefab____ Mud____ Other _____
- Does the FET college have the following:

<input type="radio"/> List	<input type="radio"/> Yes (describe)	<input type="radio"/> No
<input type="radio"/> Library	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Laboratory	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Sports facilities/sports kit	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Soccer field	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> netball field	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> tennis court	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> cricket field	<input type="radio"/>	<input type="radio"/>

- FET college fees per annum
- Does your FET college fund raise
- List your fundraising activities
- FET college attendance : Poor____ Regular____ Satisfactory____ Good____ Fair____ Excellent____
- What is the average drop-out rate per year:
- Possible reasons for the drop out:
- Does the FET college have an admission policy:
- Is the vision and mission of the FET college displayed
- What is the furthest distance that learners travel to and from FET college
- Have there been any evident changes in your community after 1994.

2. Staffing

- Staff room- notices (budget), seating arrangements
- Classroom sizes
- Pupil-lecturer ratio
- Offices- who occupies etc
- Staff turnover- numbers on a given day
- FET college 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 FET college
- Professional ethos- punctuality, discipline, attendance, general behaviour.

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

- Are the learners supervised?
- Is active teaching and learning taking place?
- Are the learners loitering? Reasons?
- What is the general practice of teaching – lecturer or learner centred?
- What subjects are taught?
- Is there a timetable?
- Do learners or lecturers rotate for lessons?
- Has the FET College 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 lecturer 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 FET college hours?

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

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 lecturers involved in decision-making?
- Is there a feeling of discipline at the FET College?
- How would you describe the ethos of the FET College?
- Are lecturers active in co and extra curricular activities?
- Is there an active and supportive governing body?
- Is the educator rep on the COLLEGE COUNCIL active in the decision making process?
- Are lecturers active on FET college committees?
- Do lecturers take up leadership positions on committees?
- Working relationship between the College Council and staff?
- Is the governing body successful?

- Is there evidence of student leadership?
- Relationship between the COLLEGE COUNCIL and the community?
- How does the governing body handle FET college problems?

5. Relationships with Education department and other outside authorities

- Are there any documents signed by the Department officials during their FET college 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 FET College eg. Minute books and attendance registers?

APPENDIX 5

LECTURER LEADERSHIP IN ACTION 2008 - 2009

LECTURER 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 lecturer leadership in your college.
- This questionnaire is to be answered by an lecturer.

A. BIOGRAPHICAL INFORMATION

1. Gender

Male		Female	
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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		council	
-------	--	---------	--

6. Years of teaching experience

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

B. LECTURER LEADERSHIP SURVEY

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

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 college.				
8. All lecturers can take a leadership role in the college.				
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 college year plan.				
14. I participate in in-college 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 lecturers in other colleges				
18. I participate in the performance evaluation of lecturers.				
19. I choose textbook and instructional materials for my grade/learning area.				
20. I co-ordinate aspects of the extra-mural activities in my college.				
21. I co-ordinate aspects of the extra-mural activities beyond my college.				
22. I set standards for pupil behaviour in my college.				
23. I design staff development programmes for my college.				
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 CMT or Volunteered.

B.3

				How I got onto this committee:		
I play a leadership role in the following committee/s:	Yes	No	Not applicable	Nominated by colleagues	Delegated by CMT	Volunteered
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. College council						
36. TTT (task team)						
37. Fundraising committee.						
38. Maintenance committee.						
39. Safety and security committee.						
40. Discipline committee						
41. Lecturer 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 lecturer leadership.

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

B.4

My college is a place where:	4	3	2	1
45 The SMT has trust in my ability to lead.				
46. Lecturers resist leadership from other lecturers.				
47. Lecturers are allowed to try out new ideas.				
48 The CMT (College Management Team) values lecturers' opinions.				
49. The CMT allows lecturers to participate in college level decision-making.				
50. Only the CMT takes important decisions.				
51. Only the CMT takes initiative in the college.				
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. Lecturer Leadership: Open-ended questions

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

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

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

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

Thank you for your time and effort!

APPENDIX 6
CMT QUESTIONNAIRE

LECTURER LEADERSHIP IN ACTION 2008 - 2009

CAMPUS MANAGEMENT TEAM 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 Lecturer leadership in your Campus.
- This questionnaire is to be answered by a member of the Campus Management Team (CMT).

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. COLLEGE INFORMATION

7. Learner Enrolment of your Campus

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

8. Number of lecturers, including management, in your Campus

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

9. Institution type

Primary school		Secondary school		FET College	
----------------	--	------------------	--	-------------	--

10. Campus Fees

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

C. LECTURER LEADERSHIP SURVEY

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

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

C. 1

I believe:	4	3	2	1
11. Only the CMT should make decisions in the Campus.				
12. All lecturers should take a leadership role in the Campus.				
13. That only people in formal positions of authority should lead.				
14. That men are better able to lead than women				
15. Lecturers 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 Lecturer leadership in your Campus.

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 lecturers in organising and leading reviews of the Campus year plan				
17. I encourage lecturers to participate in in-Campus decision making				
18. I support lecturers in providing curriculum development knowledge to other lecturers				
19. I support lecturers in providing curriculum development knowledge to lecturers in other Campuses				
20. I provide lecturers with opportunity to choose textbooks and learning materials for their grade or learning area				
21. I work with other lecturers in designing staff development programme for the Campus				
22. I include other lecturers in designing the duty roster				

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

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

C.3

My Campus is a place where:	5	4	3	2	1
23. The CMT has trust in educator's ability to lead.					
24. Lecturers are allowed to try out new ideas.					
25. The CMT (Campus Management Team) values lecturers' opinions.					
26. The CMT allows lecturers to participate in Campus level decision-making.					
27. Only the CMT takes important decisions.					
28. Only the CMT takes initiative in the Campus.					
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. Lecturer Leadership: Open-ended questions

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

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

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

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

Thank you for your time and effort!

APPENDIX 7 A

INTERVIEW SCHEDULES

Individual Interview schedule: Lecturer leader A

1. What is your current understanding of the concept of lecturer leadership?
2. In your journal you wrote about the culture of the previous school. How does the culture of your previous school differ from the culture of this FET College?
3. In your journal you recommended that staff in different departments should compete. How did the lecturers feel about your suggestion?
4. The initiative you brought to the campus, were they accepted by all lecturers or there was those that did not take part? How did you deal with the negative responses?
5. What initiatives you have taken since you came to this campus?
6. Do you still see yourself as the lecturer leader?
7. In your own opinion what factors can promote lecturer leadership in the FET college or your campus?
8. What posses barriers to lecturer leadership in this the campus?

Individual Interview: Lecturer Leader B

1. What is your current understanding of the concept of lecturer leadership?
2. In your journal you said that the culture of the college is authoritative, what do you think can be done to make the culture conducive to enhance the enactment of lecturer leadership?
3. You wrote in your journal that during examination time in 2008, the campus management did not support you as a lecturer leader. What do you think the campus management could have done to promote lecture leadership at that time?
4. Do you still perceive yourself as a lecturer leader and why?
5. Are there any barriers that impede the enactment of lecturer leadership in this campus?
6. Is the leadership shared in this campus?
7. Do you think the campus/college can benefit if the leadership is shared amongst all the staff members even those who do not hold any formal leadership positions?

Individual Interview Schedule: Lecturer leader C

1. What is you current understanding of the concept of lecturer leadership?
2. In the fourth term you team up with other invigilators and gave assistance to students regarding the ambiguous exam question. How did the other lecturers feel about your action?
3. How can you describe the campus managers' style of management?
4. What kind of culture is necessary to enhance lecturer leadership in the campus?
5. Do you still see yourself as a lecturer leader?
6. What are the characteristics that make you a lecturer leader?
7. Are other lecturers taking initiative in the college/campus related matters?
8. Do you think that the college/campus can benefit if every lecturer can be given an opportunity to lead?

APPENDIX 7B

FOCUS GROUP INTERVIEW SCHEDULE

1. According to your understanding is there a difference between ‘leadership’ and ‘management’?
2. Who should lead the college/Campus?
3. What does the term teacher leadership means to you?
4. Do you think of yourself as a teacher leader?
How does that make you feel?
Why do you feel this way?
5. In an ideal college/Campus
 - a) What would the teacher leader be able to achieve?
 - b) What skills and knowledge the teacher leader should possess?
 - c) What type of relationships should teacher leader have with other teachers?
 - d) What support would the teacher leader provide to the campus management or College SMT?
 - e) How can teacher leader support other lecturers

APPENDIX 8

LECTURER LEADERSHIP IN ACTION: 2008 – 2009

LECTURER 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 Campus 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 Campus:

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

About you:

1. Name
2. Age
3. Gender
4. Years of experience as a lecturer
5. Qualification
6. Which subjects do you teach and which levels?
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 lecturer leader:

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

Journal Entry 2 (1st half of November 2008)

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

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 forth term of Campus. It is often described as a term of learner assessment and examination.

1. Describe the different situations where you have worked as a lecturer 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 lecturers?
3. How did being a lecturer leader in these situations make you feel?

Journal Entry 4 (1st half of February 2009)

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

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

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

- i. List the skills and knowledge you have.
- ii. Why do you think this knowledge and these skills are important in developing lecturer 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 lecturer leader?

Journal Entry 5 (2nd half of February 2009)

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

1. Describe the different situations where you have worked as a lecturer 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 lecturers?
3. How did being a lecturer leader in these situations make you feel?

Journal Entry 6 (1st half of March 2009)

Think now about your experience as a lecturer 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 lecturer 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 lecturer leader:

- i) in your classroom
- ii) working with other lecturers in curricular/extra-curricular activities
- iii) in campus-wide issues
- iv) networking across campuses or working in the college 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 9

LECTURER LEADER OBSERVATION SCHEDULE

ANALYTICAL FRAMEWORK FOR LECTURER LEADERSHIP

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

APPENDIX 10



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

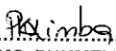
ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0755/08

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