NOVICE TEACHERS AND TEACHER LEADERSHIP: A CASE STUDY OF ONE SECONDARY SCHOOL IN THE KWADUKUZA REGION

by

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Submitted in partial fulfilment of the Master of Education degree in the discipline Educational Leadership, Management and Policy, School of Education, University of KwaZulu-Natal

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ABSTRACT

The purpose of this study was to examine the experiences of novice teachers with regard to teacher leadership. It sought to ascertain the importance of teacher leadership for novice teachers, to determine how teacher leadership is enacted by novice teachers and to examine the factors that enhance or hinder teacher leadership of novice teachers. Teacher leadership is an emerging field of study in many countries. Literature surrounding education practices suggest that a democratic and collaborative environment should be fostered. This study draws on the Distributed Leadership theory and Grant's (2008) model of Teacher Leadership. Paradigmatically, this study is interpretive and is qualitative. A case study research design was used. Data was generated using focus group and semi-structured interviews. One secondary school in the KwaDukuza Region, KwaZulu-Natal was purposively selected as the case study school with the Principal, senior teachers and novice teachers serving as participants. The findings of the research revealed that novice teachers execute most of their leadership skills within the classroom. Little or no opportunities are given to them within the school environment to lead. As a result, the ideal characteristics of teacher leadership seem to have no place within the chosen school. Although novice teachers are aware of their importance as being part of the school leadership, very few leadership roles are filled by novice teachers within the school, among their colleagues and in their community at large. Findings also revealed that the school management team pays little attention to developing novice teachers as teacher leaders. This is one of the main obstacles that hinder the enactment of teacher leadership by novice teachers. In addition to this, lack of resources, time constraints and teacher overload affect novice teachers negatively in terms of taking on leadership roles. The research findings also reveal that the school operates under a stringent beauracratic management system. Decisions are left entirely to the school management team and the Principal. It was noted that both novice teachers and senior teachers express the similar outlook on the manner in which the school operates, that is an authorised leadership practice as opposed to democratic distributed leadership. Some of the recommendations that emerged from the findings were that of the school management team harnessing the enthusiasm of novice teachers to take on leadership roles and be part of the schooling community. The implementation of induction and mentoring programmes was a suggestion put forth by participants.

DECLARATION

I, Shahina Somdut declare that

(i)   The research reported in this dissertation, except where otherwise
        indicated, is my original work.

(ii)   This dissertation has not been submitted for any degree or examination at
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DATE: DECEMBER 2012

DEDICATION

I lovingly dedicate this dissertation to my parents, Suresh and Vivianne Somdut. I am profoundly indebted to you for the many sacrifices you have made, your love and support throughout my study. Above all, I am blessed that you have instilled in me a love of education and hard work.

ETHICAL CLEARANCE CERTIFICATE

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17 July 2012

Ms Shahina Somdut 206505454
School of Education

Dear Ms Somdut

Protocol reference number: HSS/0497/012M
Project title: Novice teachers and teacher leadership: A case study of one secondary school in the KwaDukuza Region.

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process.

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

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

Yours faithfully

Professor Steven Collings (Chair)

/px

cc Supervisor Dr I Naicker
cc Academic leader Dr D Davids
cc School Admin. Mrs S Naicker

ACKNOWLEDGEMENTS

ABBREVIATIONS

SMT - School Management Team

IQMS – Integrated Quality Management System

SGB – School Governing Body

CAPS – Curriculum Assessment and Policy Statement

CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 INTRODUCTION

The education system in South Africa has undergone numerous changes since the inception of democracy. Righteously, education has become accessible to all South African children. Teachers throughout the country have been at the forefront of the implementation of the various new policies and procedures which continue to emerge. As a result, the continuing development of teachers is imperative. The principles underlying The National Policy Framework for Teacher Education and Development in South Africa (Department of Education, 2006) is underpinned by the belief that teachers are the essential contributors to a good quality education system. Novice teachers take on twofold the amount of responsibility, to firstly fit into the organisation and secondly fulfilling the call of being a leader. However, complexities arise when novice teachers deal with the initial experiences of being a teacher. The experiences of the novice teacher can either contribute to teaching and learning positively or affect it negatively. According to Bartell (2004, p. 13) the early years of teaching are often characterized by a "sink-or-swim" or "survival" mentality because we have often failed to provide for careful support and thoughtful development of teaching expertise over time. Beginning teachers are traditionally expected to assume the same responsibilities as the more experienced teachers. Teaching, once regarded as an isolating occupation in which individual teachers worked autonomously behind their classroom doors, is now becoming more collegial, drawing on the teacher's own instincts and motivations to work in a collaborative environment. Teachers are beginning to work more closely with one another in communities of practice (Bartell, 2004).

1.2 RATIONALE AND MOTIVATION FOR THE STUDY

The education system in South Africa has undergone significant transformation since 1994. Our new democratic country saw numerous changes. One of the most affected public sectors was that of education and more specifically, management and leadership in education. One would deem that a democratic education system would be central for ensuring the prevailing values of democracy. However, according to

Sterling and Davidoff (2000), schools continue to operate as bureaucratic and hierarchical organisations and that change has really not happened in many of our South African schools. It is for this reason I have opted to conduct a study on teacher leadership within schools. Teacher leadership is a fairly new concept to South African education. This concept draws from a number of different leadership theories and promotes positive transformation within organizations.

From a professional perspective, I have noticed a breakdown in the distribution of leadership from the School Management Team (SMT) to level one teachers. This breakdown leaves level one teachers and more specifically novice teachers not being motivated and recognised for carrying out leadership roles.

In addition to the above conceptual and professional frameworks underpinning the rationale of my study, I also hold strong personal views on teacher leadership and the novice teachers' assumption of leadership roles. I am a novice teacher myself, and it is unfortunate I confess that my experiences of executing leadership roles within the school I am employed at is minimal and in most instances, non-existent.

1.3 SIGNIFICANCE OF THE STUDY

As a study underpinned by education practices in South Africa, I believe that it is of fundamental importance to make transparent the merits and the demerits of the system. Teacher leadership enacted out by novice teachers makes a tremendous impact on the education discipline. This is because as beginner teachers who enter the profession, the future of education lies in the power of their hands and minds. Novice teachers need to be capacitated to perform the roles as a teacher leader. This study therefore will not only make a contribution to national debates on education practices but international debates as well. Many academics have written around teacher leadership internationally. According to Katzenmeyer and Moller (2001) a significant barrier to teacher leadership concerns the 'top down' structural leadership model that still dominates in many schools. International academics (Smylie, 1995; Katzenmeyer & Moller, 2001; Muijs & Harris, 2003) through studies conducted, highlight a number of factors that enhance and hinder teacher leadership at schools. The principal's participative style of leadership allows for all stakeholders to be involved in decision-making. In this way school effectiveness increases. In local literature, Grant (2006,

p.551) in a study on teacher leadership in the South African school context reports that, "few teachers appear to be embracing a teacher leader role and it is an unexplored area of research in South Africa". At the outset, it must be noted that teacher leadership consists of many facets. A study conducted by South African academics, Crowther, Ferguson and Hann (2009, p.16) illustrate teacher leadership as consisting of "pedagogical expertise, enthusiasm, passion and commitment." However, the concept of teacher leadership is not limited to individual abilities solely. Given all my readings on teacher leadership, I have discovered that little attention is placed on novice teachers. Many studies surrounding teacher leadership have largely focused on senior and experienced teachers (Grant, Gardner, Kajee, Moodley & Somaroo, 2010). It is against this backdrop that I have found a gap in existing studies surrounding teacher leadership. Novice teachers have been insignificant to the understanding of how teacher leadership is enacted. My study focuses implicitly on the enactment of teacher leadership by the novice teacher.

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim of this study is to examine the experiences of novice teachers with regard to teacher leadership. It seeks to attain the following objectives:

- To explore why teacher leadership is important for novice teachers.

- To determine how teacher leadership is enacted by novice teachers.

- To examine the factors that enhance or hinder teacher leadership of novice teachers.

1.5 KEY RESEARCH QUESTIONS

Collectively, this study seeks to answer the following key questions:

- Why is teacher leadership important for novice teachers?

- How is teacher leadership enacted by novice teachers?

- What are the factors which enhance or hinder teacher leadership of novice teachers?

1.6 DEFINITION OF TERMS

To ensure a uniform understanding of concepts and terms in this study, the following will be defined: leadership, teacher leadership and novice teacher.

Leadership

According to Bush (1995, p.16), "the prime role of educational leadership is to create and maintain an integrated organisational culture through shared values and purposes." From the above view of leadership, one can correctly maintain that leadership involves building and maintaining an organisational culture. Bush (2003) further suggests that leadership refers to the ability to influence the actions of individuals or groups. Therefore, the role of the leader is vital in ensuring members of staff voluntarily adopt a meaningful attitude towards the organisation. By teachers being motivated, they strive to perform to the best of their ability and give their optimal performance. Pounder, Ogawa and Adams (1995) explain that the total amount of leadership found in schools will have a positive relationship to their performance. Furthermore, it suggests that all members of schools – including principals, teachers, staff members and parents – can lead and thus contribute to the positive performance of the school. Leadership is not a neutral term. It is a contested, value laden, fluid and emergent term. For the purposes of this study, the meaning of leadership will be guided by Pounder *et al.* (1995), who describe leadership as a process where a leader influences people to move towards goal setting and goal achievement. As a result, the function of good leadership is to produce vision, movement and useful change in order to ensure the success of the organisation.

Teacher Leadership

Harris and Mujis (2005, p.16) explain that teacher leadership is primarily concerned with "enhanced leadership roles and decision-making powers to teachers." This definition is inclined to leadership being practiced my members of the school management team as well as level one teachers. Hart (1995) suggests that teacher leadership is often promoted to nurture a more democratic, communal or communitarian social system for schools and schooling. Crowther, Ferguson and Hann (2009, p.16) illustrate teacher leadership as consisting of "pedagogical expertise, enthusiasm, passion and commitment." For the purpose of my study, I am inclined to use Hart's (1995) explanation of teacher leadership as a central position.

4

Novice Teachers

A novice teacher is a teacher who has only just entered the teaching profession and has less than three years of teaching experience (Lewis & Murphy, 2006). A multiplicity of terms has been used in the literature to describe the beginning teacher. This includes probationer, neophyte, new teacher and newly qualified teacher (Lewis & Murphy, 2006). My study will focus on the novice teacher who has three or less years of teaching experience.

1.7 REVIEW OF LITERATURE

The purpose of the literature review in my study was to present issues in the literature relating to novice teachers and teacher leadership. To this end, I engaged in a comprehensive search of various national and international databases on current and completed research. The majority of the books and journal articles consulted were obtained from the library at the University of KwaZulu-Natal.

1.8 RESEARCH DESIGN AND METHODOLOGY

This study is located within the interpretive paradigm. The reason why this research falls under the interpretive paradigm is because it involves interaction with different people - novice teachers in this instance. This study employs a case study methodology. According to Christensen and Johnson (2008, p. 37), "a case study is an in-depth study of one particular case, where the case may be a person (such as a teacher, or a learner, or a principal, or a parent). For the purposes of this study the case is one secondary school and it is the case of novice teachers as teacher leaders.

Given that this is a study of limited scope, one method was used to generate data in this study, namely interviews. According to Christensen and Johnson (2008) an interview is a data collection method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee (the research participant). In this study, focus group interviews were conducted with novice teachers and semi-structured interviews were conducted with senior teachers and members of the school management team.

This study makes use of purposive sampling. According to Bertram (2010), purposive sampling means that the researcher makes specific choices about which sites and people to include in the sample. One secondary school in KwaDukuza was purposively sampled based on convenience. Five novice teachers from the chosen school were purposively sampled for the focus group interview. Three semi-structured interviews were conducted. The principal was interviewed, and two senior level one teachers were interviewed.

All the interviews were digitally voice recorded. The recordings were then transcribed for data analysis. Each of the transcripts was then subjected to inductive content analysis in order to generate themes and sub-themes.

1.9 CHAPTER OUTLINE

This research study is divided into five chapters.

Chapter One provides a general background and overview of the key aspects of this study. The study is introduced by pointing out a brief overview of novice teachers in South Africa. The motivation and rationale for pursuing this study are presented. The aims and objectives and the key research questions that inform this study are listed, followed by the definition of key terms used in this study. A brief outline of the methodology employed in this study brings this chapter to a conclusion.

Chapter Two focuses on the literature reviewed with regard to the key research questions. The review commences with the elucidation of distributed leadership theory underpinning this study. In addition to this, national and international literature is reviewed surrounding the notions of teacher leadership. Similar studies conducted by various researchers are also discussed. Chapter two concludes by providing an account of the challenges novice teachers are faced with.

Chapter Three presents the research design and methodology adopted in the study in order to answer each of the research questions listed. Firstly, the methodology aspects of the study are discussed. The methods used to generate data are then expounded upon. The sampling process as well as the approach taken to analyse all the data which is generated is justified. Chapter three further gives a description of the case

study school and the participants who were involved in the study. An account of ethical procedures is provided as well as how trustworthiness was gained and lastly, the limitations of the study are disclosed.

Chapter Four analyses the data and discusses the data in the light of the chosen theoretical frameworks and relevant literature. The chapter is presented under key themes that emerged from the data.

Chapter Five brings the study to a conclusion. It commences by providing a summary of the study as a whole. Thereafter, key conclusions are drawn around the aims and objectives of the study and key research questions. The implications of the study bring this chapter to a close.

1.10   SUMMARY

This chapter provided the background to the study. It highlighted the purpose and rationale for choosing teacher leadership as a phenomenon to be explored. Furthermore, justification was provided for focusing on novice teachers' experiences of teacher leadership within schools. The aims and objectives for this study were also put forward together with the key research questions which this study seeks to answer collectively. Chapter one highlighted the definitions of key terms which will recur in the study. Finally, this chapter briefly sketched the outline of the study. In the next Chapter the theoretical frameworks underpinning this study and a review of the related literature are presented.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided a background and orientation to the study. Among other issues the chapter foregrounded the motivation and rationale for the study, significance of the study, key research questions, methodological issues and a structure of the dissertation. This chapter firstly explores in-depth, the theory that underpins the study namely, distributed leadership. In expounding on this theory, literature will be drawn from international and local sources. Secondly, this chapter explores teacher leadership as a fairly new phenomenon to education within schools. In doing so, related studies will be reviewed and its implications for leaders, managers and learners within schools highlighted. The final part of this chapter will delve into the practices of novice teachers. More specifically, literature will be reviewed surrounding the role that novice teachers play in decision-making within the school.

2.2 THEORETICAL FRAMEWORK

A theoretical framework positions research in the discipline or subject in which the researcher is working (Henning, 2004). Owing to my field of study being located in the discipline of educational leadership and management, I draw on leadership theory in my study. According to Naidu (2008), leadership practices have changed vastly over the years. "Old style" leadership practices included centralised control, the positional power of the school principal and schools being isolated from the communities that they serve. School leadership has now transformed in order to keep pace with a changing South Africa. The new leadership styles involve various adjustments as compared to the "old style" of leadership. Two of the key developments in education that have prompted the changes in leadership styles are firstly, site-based management. This means that greater decision-making power is entrusted unto the school. Secondly, schools are now seen as a focal point of community life, established to allow stakeholder participation in the governance of schools. The change from "old-school" practices emphasises the important role leadership plays in ensuring a smooth transition and embracing of the new school cultures. Given the changes, a fresh new look was needed to inform leadership

practice. Consequently, leadership is not seen as something that is concentrated in the hands of a few individuals for example the formally appointed leaders in a school. Rather, leadership is seen as being stretched across individuals at all levels – a distributed leadership perspective. Hence, the theory that underpins my study is that of Distributed Leadership.

Harris and Lambert (2003, p. 3) state that the most effective principals "generate the capacity for improvement through investing in the development of others, by distributing leadership within the organisation." Spillane (2006, p.15) asserts that leadership need not be located in the principal of the school but should be "stretched over multiple leaders." This gives teachers within the school the opportunity to exercise their leadership skills and in varied instances the possibility of developing leadership skill and ultimately self-confidence. However, Grant *et al.* (2010) warns that "the practice of distributed leadership does not make the role of the school principal redundant." Storey (2004) sums up this vision aptly:

> The fundamental premise advanced by proponents of the concept of distributed leadership is that leadership activities should not be accreted into the hands of a sole individual but, on the contrary, they should be shared between a number of people in an organization or team. (p. 252)

The term distributed leadership has been interchangeably used by many authors with that of 'team leadership', 'shared leadership' and 'democratic leadership' (Spillane, 2006). However, Spillane (2006) warns the distributed leadership cannot be compared to these leadership terms. This is because distributed leadership may be shared among leaders, but not in a democratic nature. "From a distributed perspective, leadership can be stretched over leaders in a school but is not necessarily democratic" (Spillane, 2006, p.149).

Distributed leadership is not single faceted. It is a theory that is multi-faceted depending on the situation. According to Gunter (2005), distributed leadership can be authorised, dispersed or democratic. Authorised leadership entails an authority figure delegating leadership to subordinates. Within the school, the principal is considered

the authority figure. Teachers accept this form of delegation of leadership as it is construed that the principal holds all the power within the organisation. Dispersed leadership as explained by Gunter (2005), does not involve forced leadership and delegation of duties. There is a sense of collective attainment of organisational goals. There is no force or struggle and work is done without the formal workings of a hierarchy (Gunter, 2005). Lastly, and the leadership practice I believe is the most suitable in South Africa, given the values espoused by the *Constitution of the Republic of South Africa Act, 108 of 1996,* is the democratic distributed leadership. As the name suggests, this leadership style is democratic in nature meaning teachers take on leadership roles willingly. Teachers are involved in decision-making processes. There is a teamwork strength that motivates teachers to enhance teaching and learning within the school and attain organisational goals. Negotiation takes place among teachers and sharing of expertise is practiced. Distributed leadership can only come to fruition in a well-structured organisation which is characterised by shared values and beliefs and a common purpose. These school principals should also be empowered enough not to feel threatened by the perceived loss of status and power (Williams, 2011).

Distributed leadership theory advocates that schools 'decentre' the leader. In this context, leadership is more appropriately understood as 'fluid and emergent, rather than a fixed phenomenon' (Gronn, 2000, p. 324). It reflects the view that every person in one way or another can demonstrate leadership (Goleman 2002). This does not mean that everyone is a leader, or should be, but it opens up the possibility for a more democratic and collective form of leadership (Harris, 2003).

According to Harris and Muijs (2005), democratic distributed leadership involves much more than educators merely collaborating with one another and it emerges when teachers interact and learn from one another. These teachers are engaged in multiple, emergent, task-focused roles (Gronn, 2000). Teachers also go a step further and work together as communities. Gronn (2000, p. 324) refers to distributed leadership which, at its best, can be conceptualised as "an emergent property of a group or network of individuals in which group members pool their expertise." This requires the "re-distribution of power" (Grant, 2010, p. 57).

Distributed leadership theory therefore, is particularly helpful in providing greater conceptual clarity around the terrain of teacher leadership for three main reasons. Firstly, it 'incorporates the activities of multiple groups of individuals in a school, who work at guiding and mobilising staff in the instructional change process' (Spillane 2001, p. 20). Secondly, it implies a social distribution of leadership where the leadership function is stretched over the work of a number of individuals and where the leadership task is accomplished through the interaction of multiple leaders (Spillane 2001, p. 20). Thirdly, it implies interdependency rather than dependency embracing how leaders of various kinds and in various roles share responsibility (Harris, 2003, p. 317).

Wasley (1991) illuminates his point that teachers need to be involved in the process of deciding on what roles they wish to take on. In addition to this, it is important that teachers feel supported by the school's management team. In addition, teachers in both formal and informal roles of leadership should make their own choices in choosing teachers that they can meaningfully work with. Gronn (2003) states that in practice, distributed leadership means that teachers with varying levels of experience and capability, along with their designated leaders (such as school principals, deputy principals and heads of department), constitute a critical mass or potential pool of leaders.

Using a distributed view to study educational leadership requires at least two important shifts in thinking (Mayrowetz, 2008). Firstly, researchers need to de-centre but not ignore, administrators to investigate leadership at the level of a school, rather than an individual. Gronn (2002) explained that the distributed perspective entails "implications of a dynamic understanding of the unit of analysis which includes a view of leadership, as less the property of individuals and more as the contextualised outcome of interactive, causal process" (p. 444). The idea of viewing leadership as spread throughout an organisation is important but not new; it has been expressed explicitly or implicitly for several years (Mayrowetz & Weinstein, 1999).

Secondly, when studying leadership as an activity that is distributed, rather than something inherent in a role like the principalship, Spillane (2006) and Gronn (2002) both argue that researchers' attention needs to be focused on interactions or concertive

action among educators and their contextual factors. This aspect of distributed leadership is new, and to do this, the researcher must identify what activities constitute leadership. Primarily, Spillane and colleagues (2001) wrote less about what functions and tasks could be considered instructional leadership (they focused solely on leadership for instructional improvement). However, as their writings on distributed leadership evolved, Spillane, Halverson, and Diamond (2004) identified a set of instructional leadership. Moreover, to study leadership as a situated activity, researchers need to focus on the social and material contexts, artifact, tools, language, and a multitude of other factors that enable and constrain leadership practice.

Spillane and colleagues (2001) believed that using the distributed leadership framework could "help practitioners interpret and think about their ongoing leadership practice" (Spillane, 2001, p. 27) and that when it comes to actual interventions in schools, the concept should firstly facilitate the widening of the target of leadership development from administrators to a school-wide approach and secondly make leaders more conscious of the tools they use and design in the practice of leadership. Many researchers have argued strongly that distributed leadership can lead to improved effectiveness. Elmore (2003) claimed that since "instructional improvement requires that people with multiple sources of expertise work in concert around a common problem; this distributed expertise leads to distributed leadership" (p. 10). According to Smylie, Mayrowetz, Murphy and Louis (2007), distributed leadership calls on teachers to conceive of their roles differently and to assume different responsibilities, mostly beyond the classroom and often for school-level improvement. As teachers' work becomes redefined, so too does administrators' work with regard to not only distributing leadership functions but also supporting redesigned teacher work and creating conditions conducive to its success (Murphy, 2005).

2.3 TEACHER LEADERSHIP

From a policy perspective in South Africa, teacher leadership is viewed as central to the successful implementation of the seven roles and competencies of an educator as elucidated in the Collective Roles of Teachers in a School (Republic of South Africa, 2011). This policy makes clear that teachers are expected to play the role of leader, administrator and manager. Moreover, they are expected to "participate in school decision-making structures" (Republic of South Africa, 2011, See Appendix A, p. 80).

Grant (2006, p. 551) in a study on teacher leadership in the South African school context reports that, "few teachers appear to be embracing a teacher leader role and it is an unexplored area of research in South Africa." At the outset, it must be noted that teacher leadership consists of many facets. Crowther, Ferguson and Hann (2009, p.16) illustrate teacher leadership as consisting of "pedagogical expertise, enthusiasm, passion and commitment." However, the concept of teacher leadership is not limited to individual abilities solely. Crowther *et al.* (2009) further explain that teacher leadership is about action that enhances teaching and learning within a school, unite school and the community and ultimately advances the quality of education and life for that community.

The field of Education Leadership and Management in South Africa, determined by the Department of Education stresses "participative, democratic management, collegiality, collaboration, schools as open systems and learning organisations, and importantly, site-based management" (Van der Mescht, 2008, p. 14). Upon inspection of the aforementioned key concepts to democratising education, one will concur with Grant, Gardner, Kajee, Moodley and Somaroo (2010, p. 401) when they state that "decentralisation of decision-making in schools" is central to the democratising process. As a result, teachers are vital elements in the participation of decision-making and leading within the school. This gives teacher leadership an opportunity to manifest itself within the school.

Grant *et al.* (2010) conducted a study with the aim of exploring teachers' understanding and experiences of teacher leadership. This study boasts quantitative data as researchers report on findings of a large scale survey conducted in conveniently selected primary and secondary schools in KwaZulu–Natal. This study included a total of 81 schools with varying socio-economic statuses. However, three quarters of the schools surveyed serviced poor communities whereas a minority of the schools surveyed serviced more privileged communities charging school fees in excess of R5000 per annum. The study included 1 055 post level-one teachers across 81 schools. A structured questionnaire with closed questions was used as a method of collecting data from participants. This questionnaire was divided into three different sections. Section A asked questions surrounding biographical information of the participants. Section B posed questions on teacher leadership and school information.

Lastly, section C consisted of questions directly related to the study's research questions. Grant's (2008) model of teacher leadership in relation to zones and roles (Figure 1, p. 15-16) was central to analysing the data obtained in section C of the questionnaire. The findings revealed that while teachers in the study supported the notion of teacher leadership, in practice their experience of leadership was largely restricted to their classrooms. The statistics indicate that teachers' understanding and experiences of teacher leadership were strong in the zone of the classroom. The statistics decreased significantly in relation to indicators of teacher leadership in zone two where teachers worked with other teachers outside the classroom in curricular and extracurricular activities. A mere 19.2% of the teachers in this study claimed to often or always provide in-service training (zone 3) to their colleagues. Furthermore, the data revealed that teachers were seldom fully involved in in-school decision making with only 30.5% responding often or always. Another finding which demonstrated that teachers were not adequately empowered as leaders in this zone was their failure to engage in designing staff development programmes. The study revealed that a massive 65.6% of even the most seasoned teachers (51+ age group), seldom or never participated in designing staff development programmes for their school. Only 15.9% of the teachers in the study often or always provided curriculum development knowledge to teachers in other schools (Grant *et al.,* 2010, p.412).
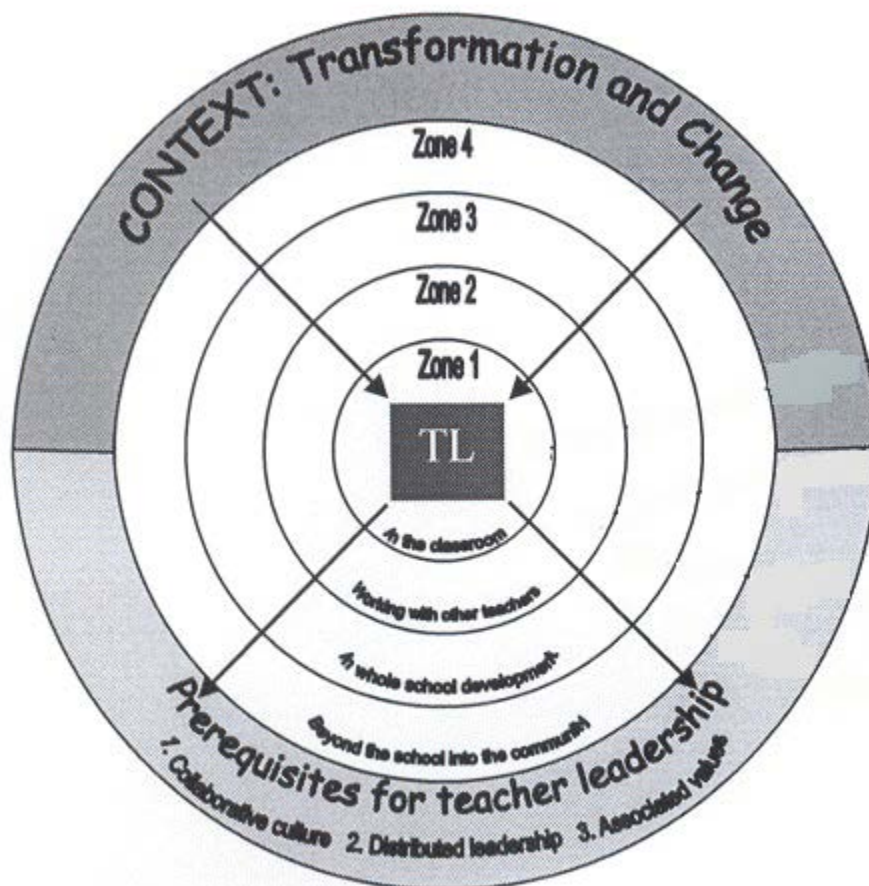
TEACHER LEADERSHIP

First level of analysis: Four Zones	Second level of analysis: Six Roles
Zone 1 In the classroom	Role One: Continuing to teach and improve one's own teaching
Zone 2 Working with other teachers and learners outside the classroom in curricular and extra curricular activities	Role Two: Providing curriculum development knowledge Role Three: Leading in-service education and assisting other teachers Role Four: Participating in performance evaluation

	of teachers
Zone 3 Outside the classroom in whole school development	Role Five: Organising and leading peer reviews of school practice Role Six: Participating in school level decision-making
Zone 4 Between neighbouring schools in the community	Role Two: Providing curriculum development knowledge Role Three: Leading in-service education and assisting other teachers

Figure 1 Model of teacher leadership (Grant, 2008, p. 93)

Grant (2006) based on the work of Devaney (1987) put forward a model of teacher leadership for the South African context, in which teacher leadership is classified into four levels or zones. She describes how teachers can lead within four zones; the classroom, working with other teachers in curricular and extra-curricular activities, leading in school-wide issues and in whole school development and finally by leading beyond the school into the community. The first level (Zone 1) perceives teachers fulfilling the core business of teaching by leading the teaching and learning process within the classroom. Teachers are kept abreast of new developments by attending workshops and engaging in reflective practice. This view is reflected in much of the literature on teacher leadership, which emphasises that teacher leaders are expert teachers (Ash & Persall, 2000; Katzenmeyer & Moller, 2001). The second level (Zone 2) views teacher leaders as leading beyond the classroom. In this zone, teachers initiate and develop working relations with other teachers in an effort to improve educational practices (Grant, 2006). In level three (Zone 3) teachers are involved in whole school development and school policy initiatives (Grant 2006). For example, teacher leaders see themselves as important stakeholders in the school-based planning and make their input on shaping the school policies. They are involved in school based action research in the hope of improving the school as an organisation. This level also refers to teacher leadership in relation to extra-curricular activities. Lastly, in Level 4 (Zone 4) teacher leaders are those that extend themselves beyond the school and lead in the greater community (Grant, 2006). These teacher leaders engage themselves in School Governing Bodies, teaching and learning forums at a cluster and district level and in teacher unions.

Harris (2002) suggests four dimensions of the teacher leadership role. The first dimension places emphasis on the way in which teachers adopt the principles of school improvement into daily practices within the classroom. This dimension is referred to as the 'brokering' role and it ensures that the central responsibility for the teacher is being a leader. It further ensures that meaningful development and opportunities exist within the school. The second dimension of the teacher leader role focuses on 'participative' leadership. This dimension encourages teachers to feel part of the transformation of the organisation and in so doing, have a sense of ownership. Teacher leaders assist other teachers to foster a more collaborative way of working.

As a result, teachers work together to shape school improvement and take the lead in achieving the organisational goals.

The 'mediating' role is the third dimension of teacher leadership implies that leaders are important sources of knowledge and expertise. As a result, leaders are able to draw from their information and seek external resources and assistance if required. Finally, the fourth and possibly the "most important dimension of the teacher leadership role, is forging 'relationships' with individual teachers through which mutual learning takes place" (Harris & Mujis, 2003, p. 5). This role requires the teacher leader to work collaboratively with peers, observing one another's lessons and discussing and implementing effective pedagogy or teaching practices.

Teacher leadership is based on a number of fundamental characteristics. A characteristic central to teacher leadership is that of collaboration and collegiality. Drawing from the collegial model of leadership, one would ascertain that collegiality signifies shared decision-making and practices among all members of the organisation. Collegial models emphasise that power and decision- making should be shared among some or all members of the organisation. Decisions are made through a process of discussion leading to agreement. Power is shared among all or some members of the organisation who are thought to have a mutual understanding about the objectives of the institution (Bush, 2003). Mujis and Harris (2003) concur with the above view on collegiality. For them, teacher leadership is understood as diffusing the power base and the authority being dispersed within the teaching community.

Katzenmeyer and Moller (2001) view teacher leadership as having three key features:

- Leadership of students or other teachers. Within this facet of teacher leadership, the teacher leader plays the role of a facilitator, coach, mentor, trainer and curriculum specialist.

- Leadership of operational tasks. This feature requires the teacher leader to keep the school organised and moving towards its attainment of goals.

- Leadership through decision making and partnership. The third facet of teacher leadership requires teacher leaders to be members of school improvement teams and parent-teacher associations.

A study of over 600 teachers found that teacher participation in decision-making was positively related to school effectiveness (Taylor & Bogotch, 1994). This simply means that a collegial approach to leadership needs to be fostered within the school by school leaders. When teachers are given the opportunity to partake in decision-making, he/she feels motivated to take on leadership roles and this positive leadership in-turn proves successful for the school's education structure.

Grant (2010, p. 301) on reflecting on how leadership is being enacted in South African schools today, argues that "the locus of power still remains concentrated at the centre of practice and exercised by the school management team or the principal." The task of transforming schools into learning organisations is a challenge for all stakeholders, but more especially for post level one educators who have to assume roles and responsibilities of those that were formally the domain of management (Moonsamy, 2010).

2.3.1 FACTORS WHICH ENHANCE TEACHER LEADERSHIP

Teacher leadership does not simply happen by chance. Specific customary conditions are required to support and sustain teachers in leadership roles. International and local literature (Smylie, 1995; Katzenmeyer & Moller, 2001; Muijs & Harris, 2003, Grant, 2006 & Singh, 2007) highlights a number of factors that enhance teacher leadership at schools. The principal's participative style of leadership allows for all stakeholders to be involved in decision-making. In this way school effectiveness increases. When there is this type of collaborative discussion and reaching of a consensus, members are more likely to implement policies which they were instrumental in formulating. Collegial models assume a common set of values held by members of the organisation. Collegial models assume that decisions are reached by consensus. The belief is that members of an organisation have common values and shared views of the organisation's goals. The school's mission statement should contain the goals of the institution and this should be visible to everyone as they enter the school. It is therefore important that the head of the institution continually reinforce these to all stakeholders.

2.3.2 BARRIERS TO TEACHER LEADERSHIP

Considering the recency of teacher leadership in South Africa, it is accepted that along with transformation of practice come challenges and setbacks. Lieberman, Johnson, Fujita and Starratt (2010, p. 42), writing in an international context, correctly state "initial ventures with teacher leadership have not been easy, and those experimenting with change have had to address unexpected challenges along the way."

According to Katzenmeyer and Moller (2001), a significant barrier to teacher leadership identified in literature concerns the 'top down' structural leadership model that still dominates in many schools. "The current hierarchy of leadership within both primary and secondary schools means that power resides with the leadership team" (Harris, 2004, p. 20), which is the school's management team. As a result, leadership is viewed as preserved for the few rather than the many. In the South African context, education policy prior to 1994 placed considerable power in the hands of school heads. These heads use their positions to lead the school autocratically, restricting teacher leadership at schools (Grant, 2006). Therefore, the barrier to teacher leadership presently is to get these autocratic principals to relinquish leadership roles in schools (Grant, 2006). Another barrier to teacher leadership is teachers' resistance in taking up teacher leadership roles because many teachers view leadership roles as the SMT offloading their work onto them (Singh, 2007).

According to Moonsamy (2010), poor interpersonal capacity is another barrier of teacher leadership. According to Harris (2003), teachers do not have the necessary skills to take on leadership roles. Balancing personal responsibilities and school responsibilities also poses a barrier to teacher leadership (Fullan, 1993). Some teachers may "lack confidence in their ability to be leaders" (Katzenmeyer & Molller, 2001, p. 18) and this lack of confidence is a barrier to teacher leadership. In order to overcome this barrier, the task of those in formal management roles is to develop the confidence levels of teachers at their schools by collaborating with them and supporting them in their ideas and ventures at the school. In local research by Rajagopaul (2007) in three Pietermaritzburg schools, she showed teacher reluctance in engaging in leadership roles because it is too time consuming and impacts heavily on their personal lives.

Teacher leadership fails to reach its optimum when teacher autonomy prevails among the teaching environment. As highlighted earlier, one of the main features of teacher leadership is collaboration among staff members. Many experienced teachers are in the position of familiarising themselves with their learners' academic abilities. In the process, these teachers design a curriculum that is well suited for themselves and not other teachers. Teachers are left in isolation without the guidance, support and input from one another. (Lieberman & Miller, 2004) Consensus of shared norms and practices is vital in the teaching and learning curriculum. Bush and Bell (2003) place emphasis on teacher autonomy being part of the complexities which affect leadership in educational institutions. Old practices within schools require a teacher to work in isolation from other members of staff for most hours of the school day. "Unlike chief executives, classroom teachers manage their business on their own most of the time. This isolation and the autonomy and ability to handle the class in the way deemed most suitable by the teacher make comparisons difficult, and also any set of standards on which assessment is based" (Bush, 2003, p. 124).

Drawing from the above feature of collaboration among teachers, in instances where teams work together, performance is only measured individually. The South African education policy stipulates that educator performance is measured according to the Integrated Quality Management System (IQMS Collective Agreement 8 of 2003). This system of performance appraisal focuses on the practices of the individual teacher. Therefore, there is a hindrance placed on teacher leadership.

The above barriers to teacher leadership require fundamental changes in the organisational structure, culture and climate of South African schools and imply radical changes in the way in which schools need to be led and managed. There are few incentives for teachers who work among teams, and individuals tend to worry about their own success rather than that of the team (Lieberman & Miller, 2004).

Transformation within the school requires not only a change in mindset but a change in physical structures as well. Lieberman and Miller (2004) correctly assert that rigid school structures discourage variation and experimentation. In order to instil competence and proficiency in teachers adopting transformational change, new structures and practices need to be adopted. This could range from cultural norms, the

use of resources, arrangement of classrooms and fixed time-table organisation. These fixed structures in the school could pose a threat and hinder teacher leadership being enacted by teachers. Transformational leadership "is about change, innovation, entrepreneurship and the capacity to move resources for greater productivity. Central to transformational leadership is change and adaptability" (Bank, 2004, p. 25).

2.4 LET THE NOVICE DECIDE

A novice teacher is a teacher who has only just entered the teaching profession and has less than three years of teaching experience (Lewis *et al*., 2006). A multiplicity of terms has been used in the literature to describe the beginning teacher. This includes probationer, neophyte, new teacher and newly qualified teacher (Lewis *et al*., 2006). My study focuses on the novice teacher who has three or less years of teaching experience.

Upon entering a school, novice teachers are faced with many challenges. These challenges are present because of their lack of experience in the teaching field. Furthermore, the practices of novice teachers need to meet the goals and vision of that particular school. Novice teachers are often afraid of what lies ahead of them and how and when they should react. They are exposed to very little or no teaching practice. This hinders their ability to interact confidently with colleagues when employed at a school (Steyn, 2004). Teaching is a profession which requires teachers to express themselves with high self-confidence and self-esteem. A lack of experience often causes many newly qualified teachers to shy away from duties in schools. Brock and Grady (1997, p. 4) explain that "besides the stress of a new environment, novices may also be stressed out by the unfamiliar community and socio-economic backgrounds of the students they teach." Furthermore, they feel insecure about teaching practices. Whitaker (2001, p. 2) correctly points out that a 'reality shock' results from a newly qualified teacher being unfamiliar with the norms and traditions of the classroom and the school at large.

Novice teachers experience a variety of positive and negative emotions. They often experience fear, anxiety, stress and feelings of inadequacy (Steyn, 2004). Moodley (2010) highlights the important role the School Management Team (SMT) plays towards developing novice teachers. Novice teachers enter the profession with many

expectations of being a teacher. However, without proper guidance by leaders, novice teachers are left in a dismal state. Moodley (2010) conducted research at a school in Durban and upon carrying out her research, found that although a novice teacher is given guidance and support, this is limited. The qualitative data collected revealed that novice teachers ideally would benefit from an induction and mentoring programme.

As a newly qualified teacher, it is of the utmost importance to receive support from experienced teachers. According to Arends and Phurutse (2009), lesson observations by school managers enable them to gain a comprehensive and a detailed picture of the competencies of the beginner teacher – what they can and cannot do. This also allows beginner teachers to accept criticism and be aware of their strengths and weaknesses. As a result, newly qualified teachers can reflect on their practice and can thus identify their areas for growth and development. However, this is not the case at schools. Newly qualified teachers are left on their own to teach without any guidance. It is for the above reasons that novice teachers need to be exposed to the principles and ideals of teacher leadership. In inculcating a dispersed, democratic leadership system within the school, the novice teacher feels welcomed and appreciated within the organisation. Fullan (2001) asserts that principals are the gate-keepers of change. As senior manager, the principal plays an instrumental role in ensuring the socialisation and development of the novice teacher. Furthermore, it is the responsibility of the management team to capacitate novice teachers in areas of teaching and leadership which are inadequately performed by the novice teacher.

Once a new teacher enters a school, conflict is bound to arise. This is because the beginner teacher may highlight issues which may have been side-lined at the school previously. The beginner teacher may also tend to question certain policies and procedures at the school. According to Kerry and Mayes (1995), "significant learning is likely to be challenging, as enquiry into areas of teaching and school life is not always comfortable." Conflict may arise between the new teacher and other staff members. An example of such conflict may be the division of labour. Newly qualified teachers can often be exploited for the benefits of others.

Resources become a major obstacle in implementing successful induction and mentoring programmes. Kerry and Mayes (1995) categorise resources in terms of time, space and additional materials. The lack of these resources impinges on the induction and mentoring of the new teacher. This arises because both the newly qualified teacher and the mentor need to have sufficient time to liaise with one another. The mentor cannot assist the newly qualified teacher if he/she does not have sufficient time during the day to address issues that the new teacher may be experiencing. This time is not available in the normal day of a teacher. Likewise, the newly qualified teacher will not be able to observe the school life and activities if he/she is bombarded with loads of work. Mentors and novice teachers need to meet regularly to discuss the strengths and weaknesses of the novice teacher. Many schools do not have sufficient space (either a classroom or an office) where matters can be discussed at ease, without any disturbances.

According to Holmes (2004), the head teacher (principal) has the overall responsibility for ensuring that the induction one receives is suitable and individualised. The role of the school governing body is also emphasised. The school governing body must be fully aware of the implications of employing a newly qualified teacher and ensure the key personnel involved in the induction of newly qualified teachers are in a position to perform their duties to the highest standards. Novice teachers are knowledgeable about various modern discourses regarding teaching. During the novice teacher's study at a higher institution of learning, the 'new' curriculum is introduced (Steyn and van Niekerk, 2005). At colleges, novice teachers also learn about various assessment methods and discipline strategies. The above mentioned training is brought into the school at which the novice teacher is employed. This usually causes a tumult in the way in which practices are carried out in the school. Novice teachers challenge traditional practices of the school. The SMT and experienced teachers need to acknowledge the information the novice teacher brings with him/her into the profession and more specifically to that particular school. Communication among all teachers is therefore of the utmost importance in order for the novice teachers and experienced teachers to engage in open discussions (Whitaker, 2001). One of the seven roles and competences of an educator demands that an educator be a life-long learner. This means that experienced teachers at schools must welcome new ideas. The experienced teachers should analyse the worth

of these ideas and if the ideas will improve the current situation of the school, then the ideas should be implemented.

According to Moodley (2010), the major features of the collegial model when applied, promotes democracy and thus enhance the manner in which the developmental needs of novice teachers are identified and met. These features are as follows: they focus on participation, where power and decision making are shared, they have a mutual understanding of objectives and authority of expertise, they have a common set of values which are normative and the principal as leader acts as facilitator (Bank, 2003).

Moodley's (2010) study undertook to explore the experiences of novice teachers in a primary school within the Pinetown district. Three novice teachers formed part of the participants of the study. In addition to this, one head of department and the school's Deputy Principal were interviewed. The findings of her study confirmed numerous of the viewpoints of authors who wrote around novice teachers; Steyn (2004), Brock and Grady (1997), Kerry and Mayes (1995). Upon analysing the data collected, Moodley (2010) found that novice teachers were not entrusted with leadership roles and responsibilities in the school. With regard to novice teachers being empowered with responsibilities and being empowered to make decisions, as a group, all three of them reported negatively. This is what one of the novice teachers had to say, "I haven't experienced that …" In this regard another novice teacher stated, "Nothing I can think of. We are not seen as a group we are seen individually". These responses suggest that when attempting to meet the developmental needs of novice teachers, they are not regarded as interest groups as illustrated in the literature reviewed, who can develop objectives where through a process of negotiation and bargaining decisions may emerge from them as a group which could contribute to their holistic growth and development as teachers or perhaps even improve the culture of learning and teaching at this school (Moodley, 2010, p. 59)

Moodley (2010) further enquired about the extent to which the individual beliefs and perceptions of novice teachers have been considered when decisions are taken at this school. In this regard, the novice teacher reported negatively and had the following to say: "This is very discouraging; especially if it is beneficial to the learners, like stuff relating to the curriculum…many times my suggestions have fallen on deaf ears."

The responses regarding the consideration of the novice teachers' individual beliefs and perceptions when decisions are taken at this school was generally negative which suggests the collegial model of education management within the theory of educational management is not extensively practiced. The responses of the novice teachers indicated that their perceptions, values and beliefs regarding teaching and learning should be considered when attempting to meet their developmental needs.

According to Moodley (2010), emerging from these findings is that people were not working together, and this is not consistent with the notion of collegiality as advocated in the collegial model of management within the theory of educational management, which allows for individuals to feel free and comfortable and decisions are made through a process of discussion leading to consensus. Work by Little (1995) suggests that where teachers learn from one another through mentoring, observation, peer coaching and mutual reflection, the possibilities of generating teacher leadership are significantly enhanced.

2.5 SUMMARY

This chapter presented literature surrounding the ideals and benefits of teacher leadership. The factors which enhance teacher leadership were highlighted. In addition to this, the barriers to practicing and implementing teacher leadership were explicitly examined. A discussion of novice teachers and their role in making decisions within the schools were discussed which brought this chapter to an end. The next chapter will focus on the research methodology and design of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter dealt with the theoretical frameworks that underpin the study and the related literature reviewed on the topic. This chapter provides an in-depth account of the paradigmatic location, methodology, methods and sampling that was used to generate data for the study. It further goes on to make known how the data generated was analysed. Finally, this chapter addresses how ethical and trustworthiness issues were addressed and the limitations to the study are discussed.

3.2 PARADIGMATIC LOCATION

This study is located within the qualitative frame of research and is located within the interpretive paradigm. According to Bertram (2010), the interpretive paradigm is used by researchers who have an interest in people and how they understand the world in which they live in. Interpretive researchers are different as compared to the post-positivist researchers who believe that the world is in a fixed state. The reason why this research falls under the interpretive paradigm as it involves interaction with different people - novice teachers in this instance. The interpretive paradigm leads to naturalistic research. This means that research is carried out in natural, simple and real-world contexts. Being the teacher and the researcher, interviewing and observing teachers is naturalistic research (Bertram, 2010). The research and results gathered will be informed by what happens naturalistically within the organisation. Therefore, the uniqueness of the findings gives the research purpose its strength. The research study is qualitative in nature and therefore allows the researcher to study people in their natural environment (Winter, 2000). This research study is concerned with the experiences of novice teachers in taking on teacher leadership roles. Therefore, being able to gain insight on novice teachers' natural environment is beneficial to generating rich data. The most common objectives of qualitative data are to describe, explore and discover, that which will assist with examining more widely the depth of this phenomenon (Christensen & Johnson, 2008).

3.3 METHODOLOGY

This study employs a case study methodology. According to Christensen and Johnson (2008, p. 37), "a case study is an in-depth study of one particular case, where the case may be a person (such as a teacher, or a learner, or a principal, or a parent). For the purposes of this study, the case will be one secondary school and it will be a case of novice teachers as teacher leaders. Case studies aim to describe 'what it is like' to be in any particular situation. "The researcher aims to capture the reality of the participants' lived experiences and thoughts about a particular situation" (Cohen, Manion & Morrison, 2007, p. 182). Therefore, the involvement of participants in a case study provides the participant with a platform to air issues and concerns as a personal reflection. Rule and John (2011) further emphasise the advantages of using case study as a methodology in qualitative research. A case study allows the researcher to examine a particular instance with a great deal of depth as opposed to looking at multiple instances superficially. Rule and John (2011) highlight an important advantage of using the case study method and that is 'manageability.' "The singularity of focus of a case study can make it more manageable than a large-scale survey" (Rule & John, 2011, p. 8). In addition, case study researchers believe that "to understand a case, to explain why things happen as they do, and to generalise and predict from a single example requires an in-depth investigation of the interdependencies of parts and the patterns that emerge" (Bassey, 1999, p. 26). According to Maree (2007, p. 75) case studies "opens the possibility of giving a voice to the powerless and voiceless," which in this study were novice teachers, leaders and managers voicing their experiences regarding their roles in teacher leadership. According to Yin (2003, p. 13), "case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when boundaries between phenomenon and context are not clearly evident."

3.4 METHODS

Given that this is a study of limited scope, one method was be used to generate data in this study, namely interviews. According to Christensen and Johnson (2008) an interview is a data production method in which an interviewer (the researcher or someone working for the researcher) asks questions of an interviewee (the research participant). An interview is a method of data collection which requires the researcher to interact with the participant/s. The researcher prepares a list of questions which

he/she wishes to ask the participant/s. The researcher and the participant are engaged in a conversation where questions are asked and participants' views and concerns are raised. While the participant/s answers the questions, the researcher can either make note of the data or the researcher may choose to record the interview. In this study, focus group interviews were conducted with novice teachers and semi-structured interviews were conducted with senior teachers and the principal.

A focus group interview is a method of data production that entails a researcher leading a discussion with a number of participants. According to Slavin (2007), the term 'focus group can be clarified to mean the following; 'focus' refers to the topic or the research question. Therefore, the researchers keep the participants focused on the topic. 'Group' refers to a small group of individuals (in this case, a group of novice teachers). These individuals form the members of the focus group. A focus group is a group interview whereby the researcher leads the discussion on a particular topic. This is done so that data can be produced to find out how members of a group feel about a certain issue. The researcher plays a vital role in the group as he/she has the responsibility of keeping the group focused on a particular topic should members deviate from the discussion at hand (Slavin, 2007).

According to Christensen and Johnson (2008, p. 209), "focus groups are used to collect qualitative data that are in the words of the group participants." An important component of focus group interview is the selection of participants. In order to facilitate and obtain meaningful discussion, the participants are usually of the same caliber in terms of professional or situational contexts. Christensen and Johnson (2008, p. 210) refers to this as a "homogenous" group. A homogenous group refers to individuals who share the similar level in terms of employment and leadership position. All participants in the focus group for my study will be novice teachers. Choosing a homogenous group of members is important in order to promote discussion. All members will be familiar with the contextual background of the nature of the issue at hand.

A semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. Not all questions are designed and phrased ahead of time. The majority of questions are created during the

interview, allowing both the interviewer and the person being interviewed the flexibility to probe for details or discuss issues. According to Christensen and Johnson (2008), people are able to talk about something in detail and depth. Furthermore, the meanings behind an action may be revealed as the interviewee is able to speak for themselves.

3.5 SAMPLING

"Sampling involves making decisions about which people, setting and behaviour one wishes to make use of for the purpose of the research" (Bertram, 2010, p. 41). Exactly what will be studied in a particular study depends on the unit of analysis. This study makes use of purposive sampling. According to Bertram (2010), purposive sampling means that the researcher makes specific choices about which sites and people to include in the sample. One secondary school in KwaDukuza was purposively sampled based on convenience. Since the unit of analysis in this study is novice teachers and their experiences of teacher leadership, five novice teachers from the chosen school will be purposively sampled for the focus group interview.

In order to triangulate the information provided by the novice teachers, three semi-structured interviews will be conducted. The principal will be interviewed and two senior level one teachers will be selected owing to the fact that they will have a wealth of knowledge in terms of the cultural practices at the school with regard to novice teachers.

3.5.1 DESCRIPTION OF THE CASE STUDY SCHOOL

Galaxy High School, a pseudonym given to the case study school is situated in the northern part of the KwaDukuza region. It has been given a quintile four rating and falls under Section 21 schools in the *South African Schools Act*. There are a total of twenty seven educators employed at the school, seven of which make up the school management team (six males and one female). Galaxy High School learner population is 842, 365 male and 477 female learners. Galaxy High School obtained a 98% pass rate in the National Senior Certificate examinations in 2011.

3.5.2 DESCRIPTION OF THE PARTICIPANTS

The principal of the school, Mr Mercury, is a fifty seven year old male who has more than thirty years of experience employed at a school. He has an M+5 qualification and has been Principal of Galaxy High School for eleven years.

Senior teacher, Mrs Earth is a female teacher who has close to a decade of experience in the teaching profession and has a degree as well as a PGCE qualification. Mrs Neptune, another female senior teacher is thirty seven years of age. She possesses an M+4 teaching qualification and has fourteen years of teaching experience.

Miss Venus is a female novice teacher who is twenty three years of age. She has a degree in education and has two years of teaching experience. Miss Venus is involved with curricular activities at Galaxy High School and outside the school, she is a leader at her respective church organisation.

Novice teacher, Miss Saturn is a female novice teacher who is twenty nine years of age. She is in possession of a teaching qualification and has three years of teaching experience. Miss Saturn coaches netball and is not involved in leadership positions outside the school.

Miss Jupiter, another female novice teacher is twenty five years of age. She has a degree in education and has two years of teaching experience. Miss Jupiter helps with sport in the school and is not involved with any other leadership role inside or outside of the school.

Novice teacher, Mr Pluto is a forty one year old male who has two years of teaching experience. He is in possession of a teaching qualification. Mr Pluto has assisted the school with fundraising and outside the school, he is a Ward Committee member in the area at which he resides. In addition to this, he is Vice-Chairperson for a school governing body in the community.

Novice teacher, Mr Mars is a twenty three year old male. He is in possession of a degree in education and has a total of two years teaching experience. Mr Mars has

also assisted the school with fundraising and sport but does not hold any active leadership role in the community.

3.6 DATA ANALYSIS

There are three methods of analyzing an interview transcript; discourse analysis, thematic analysis and content analysis. Discourse analysis requires the researcher to take into consideration non-verbal actions of the participants. It does not only look at *what* the participant said but *how* they said it as well. (Rule & John, 2011). "When data are analysed discursively, the symbolic use of language is brought into focus" (Rule & John, 2011, p.79). Thematic and content analysis require the researcher to divide data into different themes which emerge from the responses of participants. Rule and John (2011) assert that the process of working from codes to themes is common in case study research and is the essence of what is called content analysis. Nieuwenhuis as cited in Maree (2007) highlights the process of content analysis by stating that it looks at data from different angles with the view of identifying keys in the text that will help to understand and interpret the raw data. I chose to use the content analysis process of interpreting the data I generated as my intention was to derive different or similar understandings, definitions and experiences of teacher leadership.

Analysing the data which has been generated was one of the major tasks in ensuring successful completion of this study. According to Cohen *et al*. (2007) good data analysis involves organising, accounting for and explaining data. Analysing data involves making sense of data in terms of the participants' experiences, definitions and responses to the situation, noting patterns, themes, categories and regularities. As the research study is qualitative in nature, the data analysis aimed to capture participants' understanding and experiences of a specific phenomenon and in this case, teacher leadership. Rule and John (2011) state that analysing the data allows one to construct thick descriptions, identify themes and generate explanations. The most common way of analysing data through interviews, is to have the interview which was tape recorded to be transcribed. I transcribed the data which was generated into a text copy of what was mentioned by participants during the semi-structured interviews and the focus group interview. Once the data was transcribed, a process of 'coding' was used. Coding allows the researcher to separate the data into different themes, with

each theme assigned to a specific focus. This was a time consuming task as it required me to read the raw data repeatedly and separate it into different codes. I used different colours to represent different foci. This eliminated confusion and over-lapping of data. Prior to generating the data, I did have pre-conceived focus areas which emerged from my literature review and theoretical framework. The transcripts were used to divide responses into four different themes. These four themes represented Grant's four zones of teacher leadership. Each theme was colour coded differently. By doing this, I was able to determine which zones of teacher leadership novice teachers were most comfortable and active in. However, I did allow room for new focus areas to be addressed. According to Rule and John (2011), this is known as inductive analysis.

3.7 ETHICAL ISSUES

Research which is conducted in a sound ethical manner contributes to the successful intention and purpose of the study. The quality and trustworthiness of the research is enhanced. Rule and John (2011) highlight that ethics emerge from a system of moral principles embraced by a society or community. "Research ethics, which are developed and embraced by a community of scholars, govern and guide the practices of researchers" (Rule & John, 2011, p. 112). In order to comply with the ethical requirements as stipulated by the University and the Department of Education, I firstly sought ethical clearance and permission to conduct the study from the respective institutions (see Appendix B, p. 82). This positive response allowed me to approach the gate-keepers of the research site.

Letters requesting permission to conduct research at Galaxy High School were given to the chairperson of the School Governing Body (see Appendix C, p. 83) as well as the school principal (see Appendix D, p. 85). To carry out sound ethical practice, each participant was given a letter containing a brief overview of the intention of the study along with a letter requesting permission for them to take part in the interview (see Appendix E, p. 87). It was pleasing to note the eagerness of the participants to engage in the interview. According to Rule and John (2011), there are three standard principles that emerge from research ethic requirements. The first element is autonomy. As the researcher, I was ethically bound to ensure participants' privacy, confidentiality, anonymity and acceptance of responses and viewpoints. Participants' privacy was ensured by conducting interviews discretely. The permission letters

signed by myself as the researcher as well as the participant ensured participants that their responses to questions will be treated with confidentiality. Pseudonyms provided anonymity to all participants.

The second element is known as 'non-maleficence'. As the researcher, I fulfilled this element as no harm was caused to participants or any other individual during the course of the study. Lastly, the beneficence element of research ethics was obtained by providing feedback to participants. Furthermore, the focus group interview was a two-way beneficial process as I gave each participant a document which contained a set of competences required by newly qualified teachers as published in the Government Gazette, 15 July 2011 (see Appendix G, p. 92).

3.8 TRUSTWORTHINESS

Trustworthiness of the research enhances the quality of the study. Guba (1981) offered the concept of trustworthiness as an alternative to reliability and validity. Rule and John (2011) correctly assert that the concept of trustworthiness promotes values such as scholarly rigour, transparency and professional ethics in the interest of qualitative research gaining levels of trust and fidelity within the research community. Guba (1981) further highlighted that the trustworthiness of qualitative studies is achieved by giving attention to the study's transferability, credibility, dependability and confirmability. Transferability, a term brought forward by Guba (1981) is based on the notion of generalisability. It is important to note that as mentioned earlier, a case study is based on in-depth experiences of phenomenon as experienced by individuals in their naturalistic setting. Therefore, case studies leave little room for generalisibility. However, "reader-determined transferability" (Rule & John, 2011, p. 105) allows the researcher to gain trustworthiness by allowing the reader to resonate with the case at hand. The reader may be aware of other cases which are similar. "By providing thick descriptions of the case and its context, the researcher allows her findings and conclusions to gain a level of transferability which the reader may determine" (Rule & John, 2011, p. 105).

Credibility refers to the extent to which the case study has achieved its intended purpose. "Credibility is an alternative to internal validity which in qualitative research reflects the extent to which a study measures or hones in on what it set out to study"

(Rule & John, 2011, p. 107). In order to ensure credibility of the study, I engaged in member-checking. This is a process whereby interview transcripts were given back to participants to verify that the transcripts were a true reflection of their responses during the interview. This also makes for sound ethical practice as participants may decide to withdraw certain responses. Dependability requires the researcher to make use of rigorous methods of data generation. In order to make my study dependable, I used the most common method of data generation in case study approach (Rule & John, 2011) and that is interviews. Furthermore, I ensured that all data was analysed carefully and accurately according to different responses to specific questions. There was a high degree of consistency in the coding of the raw data which was generated. Lastly, confirmability is offered by Guba (1981) as a way of addressing the researcher's influences and biases of the study. I achieved confirmability by explicitly stating the research process as well as the limitations of the study and researcher positionality. Furthermore, all the necessary ethical clearance procedures were followed and I was granted permission by the various gate-keepers to conduct my research. My interpretation of the data generated was given to professional individuals within the education field to check and provide critical feedback. This enhanced the credibility and confirmability of my study.

3.9 LIMITATIONS OF THE STUDY

The study was located at one secondary school and therefore minimizes the idea of generalisations. Novice teachers may have different experiences of teacher leadership in other schools in the KwaDukuza region. Researcher positionality posed a major challenge to me. This is because I am a novice teacher myself. I am extremely passionate about novice teachers taking on leadership within the school. However, for the benefit of my research study, I allowed myself to be objective by accommodating other novice teachers' experiences.

3.10 SUMMARY

This chapter of my study clearly mapped my journey of research methodology. The procedures for obtaining ethical clearance from gate-keepers were highlighted as well as the steps taken to ensure and maintain confidentiality of all participants. During the process of generating data, ethical issues were taken into consideration which allowed the study to be a trustworthy one. The technique of analysing the data was suitable for

the intention of my research study. This is because I was able to recognise and illustrate the understanding and experiences of teacher leadership as enacted by novice teachers.

The next chapter focuses on the data presentation, findings and discussion.

CHAPTER FOUR

DATA PRESENTATION, FINDINGS AND DISCUSSIONS

4.1 INTRODUCTION

The previous chapter presented an outline of the research design and methodology used to generate data for this study. In this chapter, focus will be placed on the presentation, findings and discussion of the data in terms of my research questions, namely:

- Why is teacher leadership important for novice teachers?

- How is teacher leadership enacted by novice teachers?

- What are the factors which enhance or hinder teacher leadership of novice teachers?

This chapter presents the finding and discussions of the data generated from the focus group interview with the novice teachers, the semi-structured interview with the principal, Mr Mercury and the semi-structured interviews with the senior teachers at Galaxy High School. The data is presented in terms of themes and sub-themes that emerged from the inductive analysis of the interviews conducted with all participants from Galaxy High School.

4.2 DATA PRESENTATION

The data is presented under themes and sub themes that emerged from my analysis of the interview transcripts.

4.2.1 THE IMPORTANCE OF TEACHER LEADERSHIP FOR NOVICE TEACHERS

All participants, including the principal concurred that teacher leadership is extremely important for novice teachers. However, they volunteer different reasons for this. According to the novice teachers, teacher leadership is important because it assists in classroom control and discipline. Furthermore, it helps guide and direct learners within the classroom and helps develop confidence among novice teachers.

Mr Pluto, a novice teacher mentioned:

> *It is important for novice teachers... in order to gain control, to teach a*
> *class effectively and to maintain discipline.*

In addition to this, the senior teachers also agreed that teacher leadership is important for novice teachers. They believe that novice teachers need to take on as many leadership roles in the school as possible. This is due to the fact that as a teacher, you need an aggregation of leadership experience to equip you in developing into a strong leader within the school environment. Mrs Earth, a senior teacher stated:

> *It is important because as a novice teacher... you need all the leadership*
> *experience you can get... ultimately you are going to end up in a*
> *leadership role.*

The novice teachers also agree on the importance of being introduced to a wide range of leadership opportunities. Mr Mars, a novice teacher explained:

> *If you are a leader in this school, you feel a sense of belonging and you*
> *want to go that extra mile for the school.*

The principal in corroboration with the viewpoints of the other participants indicated that by novice teachers embracing teacher leadership, they become responsible teachers. Furthermore, by accepting the responsibility of teacher leadership, novice teachers can ensure quality education and leadership acumen within the classroom and school environment. The principal believes that development of novice teachers is fostered through leadership displayed in all activities that are school related. Mr Mercury shared a response:

> *Mature development occurs via leadership and once novice teachers*
> *accept they are responsible and accept the challenge, then they can*
> *ensure quality education.*

It was noted that the principal raised a similar reason along with novice teacher, Miss Venus, as to why teacher leadership is important for novice teachers. According to them, the novice teacher is the only adult in the classroom and they are the only ones who can direct the children in the classroom.

From the data generated, it emerged that all the participants interviewed at Galaxy High School are in agreement with one another that teacher leadership in the school is

of paramount importance. By providing different responses, it is ascertained that teacher leadership comprises of many facets. This takes the form of a teacher being a leader in the various daily functions of the school. Recent literature published by expert academics in the field of teacher leadership reveals that previously, leadership of the school lay in the hand of the principal. Harris and Mujis (2005, p. 133) contend that "both senior managers and teachers have to function as leaders and decision makers and try to bring about fundamental change." This is an indication that teaching and learning innovations require the input of the management team as well as all teachers in the school, including the novice teachers. As a result of the novice teachers being significant representatives in executing school functions, they are practising leadership attributes and are occupying a leadership role in all divisions of the school. Teacher leadership is therefore indispensable for novice teachers. Lieberman *et al.* (2010, p. 2) emphasise the importance of teacher leadership by maintaining, "teachers are leaders... they diagnose individual and group needs, explore strategies for improvement, model learning behaviours, promote collaboration and celebrate success." This statement by Lieberman *et al.* (2010) clarifies further the importance of nurturing and developing the leadership characteristics displayed by novice teachers.

Helterbran (2010) points out that teacher leadership flourishes in a school culture that embraces "an optimistic and rigorous educational mission, and it must do so in an environment of respect and a culture of hard work and success" (Helterbran, 2010, p. 126). The interview conducted with the principal revealed that novice teachers as well as the school management team, play an important role in promoting the vision and mission adopted by Galaxy High School and Barth (2001) correctly maintains that having a vision is an essential building block for teacher leadership. The novice teachers agreed that they are knowledgeable about the curriculum from an academic perspective and impart their knowledge to learners. This is an indication of their understanding of being a leader and is viewed as an appropriate response to foster the ideals of being a teacher leader. To emphasise this point, Barth (1998) views teacher leaders as being able to monitor and design resources for the curriculum. It appeared from the interview transcripts that novice teachers have a clear understanding of what teacher leadership entails. However, the extent to which teacher leadership is enacted by the novice teachers of Galaxy High School will be revealed under the themes to follow.

4.2.2 THE ENACTMENT OF TEACHER LEADERSHIP BY NOVICE TEACHERS

In terms of this theme, four fundamental sub themes emerged, namely; leading within the classroom; leading among colleagues, leading within the school and lastly leading within the community. The findings from participants' responses indicated the nature and extent to which teacher leadership is enacted by novice teachers.

4.2.2.1 LEADING WITHIN THE CLASSROOM

The findings from the data generation process revealed that the principal understands the importance of novice teachers leading within the classroom. According to the principal, he encourages novice teachers to be leaders by reading out Sections 17 and 18 of the *South African Schools Act, 1996 (Act. No. 84 of 1996)* to novice teachers. According to the principal, Mr Mercury, this contains the core functions, duties and work ethic of a teacher. However, when I consulted the *South African Schools Act*, Sections 17 and 18 has nothing to do with the core functions, duties and ethics for a teacher but rather it deals with school governance. Furthermore, he indicated that he personally sits down with novice teachers and makes them familiar with various policies. When specifically asked about how he, as principal encourages novice teachers to be leaders within the classroom, Mr Mercury's response was:

> *I talk to them via the HOD about setting the correct tone and discipline in*
> *the classroom and ensuring the classroom is user friendly.*

The principal supports leadership within the classroom by ensuring that all teachers have the necessary resources. However, the novice teachers of the school had deferring views on how the principal and the school management team encourage them to be leaders within the classroom.

The focus group interview with the novice teachers reflected that they are leaders within the classroom. The novice teachers indicated that they are knowledgeable about the content of the curriculum and are able to impart knowledge to their learners. As a teacher within the classroom, they have the ability and power to promote discussions among learners and lead them on the right path. Furthermore, novice teachers have the role of facilitating learners' progress. They said:

We facilitate learners in the class... (Miss Saturn)

We are the ones who know and are there to lead learners... (Miss Venus)

It is encouraging to note that novice teachers, even though they are less than three years in the profession, have a sound knowledge of the term 'leadership'. Mr Pluto, a novice teacher expressed his view of leadership:

It's better if we call ourselves leaders because leaders also lead by example...instead of just teaching a fixed curriculum, we need to encourage learners to learn and we can do that by changing their mindset... we can do that by being strong leaders...

The above response rendered by Mr Pluto place focus on a number of different aspects of education leadership and management. The first aspect is; being a leader by way of leading by example. Mr Pluto recognises the importance of his learners emulating his behavioural characteristics. In addition to this, Mr Pluto is of the opinion that being a teacher leader does not only require you to teach a standard curriculum. According to him, a teacher must also be part of a team which encourages and motivates learners and other individuals in the school to transform into dynamic leaders.

Some of the novice teachers' responses on being teacher leaders within the classroom comprised mainly of their own personal initiatives. A few of the participants mentioned that the school management team rendered little or no assistance in developing novice teachers as classroom leaders. This is in contrast to what the principal indicated. A novice teacher, Mr Pluto revealed:

Workshops and orientation in this school is non-existent.

The novice teachers stated that there was no welcome to the school by the principal and the school management team. They entered the school and assumed teaching duties without being introduced to the learners of the school. On the contrary to the principal's response, the novice teachers collectively agreed that the school management team did not assist them in orientating and inducting them into the school environment and providing direction with regard to the roles and responsibilities of a teacher. A novice teacher, Miss Venus expressed her discontent:

> *We had to find our own way in the classroom. So in terms of anyone sitting down with us and showing us the ropes, there was no help.*

The novice teachers being undermined in terms of their ability to take on responsibilities seems to be a recurring practice at Galaxy High School. A National Curriculum and Assessment Policy Statement is a single, comprehensive, and concise policy document, which replaced the current Subject and Learning Area Statements, Learning Programme Guidelines and Subject Assessment Guidelines for all the subjects listed in the National Curriculum Statement Grades R - 12. (Government Gazette, No. 34600, 2011) The introduction of the Curriculum and Assessment Policy Statement (CAPS) in South Africa brought the need for many teachers to be workshopped on the content and policy requirements of this new curriculum. The novice teachers at Galaxy High were immediately turned down when they requested permission to attend a particular workshop. Mr Pluto, a novice teacher volunteered:

> *When I requested permission to go on a particular workshop, I was told that someone else was going and that person is an experienced teacher... but that person went for that workshop and never gave the rest of us feedback... so this does not benefit us and develop us further as being educators.*

It is evident from the discussion that novice teachers are being undermined in terms of their abilities by their more senior colleagues. The novice teachers feel incompetent as being leaders within the classroom because their school management team does not promote or impart the necessary skills to them in order to develop the novice teachers as leaders in the classroom. Furthermore, the school management team ignores requests from novice teachers to engage in curriculum and leadership enrichment workshops. These opportunities are reserved solely for older and experienced teachers. Miss Venus, a novice teacher disclosed:

> *There is definitely a hierarchy of teachers... they make us feel that we cannot even question them... about the fact that they go on workshops. They can have preferences and you can't.*

As a senior teacher, Mrs Neptune noticed that although the principal recognises the importance for novice teachers to be leaders, there is no follow-up measures taken to guide and support novice teachers in being efficient classroom leaders. Senior teacher,

Mrs Neptune also indicated that from her observation, she noticed that novice teachers get more support from peers on their level compared to the school management team. A renowned Canadian academic, Dennis L. Treslan expressed the manner in which leadership is portrayed within the classroom. According to Treslan (2006, p. 58), classroom leadership is a "relationship between an individual and a group built around common interest." Treslan (2006) further goes on to mention that teacher leaders are capable of creating a "clear class vision, devoted to encouraging personal development, dedicated to practising empowerment, innovative and capable of leading by example" (Treslan, 2006, p. 59). It is evident that the novice teachers' responses corroborated with that of researchers in the teacher leadership field. They understand the traits a leader should possess and impart their skills to the best of their abilities within the classroom. South African academic, Grant's (2008) model of teacher leadership explicitly states that Zone one of teacher leadership entails a teacher improving one's teaching and learning and by doing this, ultimately the teacher develops into an expert leader in the classroom. The findings from the data generated, indicates that novice teachers go beyond the call of duty to initiate teaching and learning within the classroom. However, this is done in isolation and with no assistance from any senior teacher, member of the school management team or the principal. This is dissimilar to the ideals of the manner in which teacher leadership ought to be fostered in a school. According to Pankake and Moller (2007) who aptly name the title of their article, *What the teacher leader needs from the principal,* the expected role of the principal is unequivocally divulged. Pankake and Moller (2007) put forth eight different strategies which a principal should employ at the school. One of the strategies mentioned is the process of encouraging school-based coaches. This allows teachers the opportunity to get involved with leadership development programmes and as a result, improve on their classroom leadership abilities.

Grant, Gardner, Kajee, Moodley and Somaroo (2010) believe that "teachers are leaders of change and this agency should be nurtured and tapped so that teachers learn to lead new initiatives and challenge the existing *status quo* in schools in the pursuit of excellence in teaching and learning" (Grant *et al.,* 2010, p. 405). The above representation of teacher leaders allude to the role of the school management team in supporting the novice teachers in playing an active role in leadership in all spheres of the school, not only within the classroom. This is summed up quite aptly by Grant

(2010, p. 36) who proclaims, "a good teacher leader will not only manage her classroom practice competently but, in addition, will bring a leadership component to her practice." It is now that I will turn my attention to the next theme of the novice teachers not harbouring their abilities as an individual teacher leader but to be a part of a team of leaders and hence the following sub theme, leading among colleagues.

4.2.2.2 LEADING AMONG COLLEAGUES

The interview questions posed to participants were aimed at generating data to show how novice teachers take on the role of being leaders among their colleagues. The principal of the case study school was confident to say that there are various teams which exist at the school. He indicated that colleagues of the teams enjoy a good working relationship. In addition to this, consultation and communication are prevalent among colleagues. The principal also noticed that novice teachers ask senior teachers for assistance in respect of lesson plans, setting of examination papers and marking. The teachers support one another and one will find that pastoral care exists among colleagues. The principal indicated that senior teachers assist novice teachers tremendously with the Integrated Quality Management System (IQMS). According to the principal, senior teachers are always willing to support the novice teachers.

The novice teachers are not viewed as having the ability to introduce new ideas and innovations. This was highlighted during the focus group interview with the novice teachers. Contrary to what the principal, Mr Mercury mentioned during the interview, the novice teachers expressed their concerns about being loaded with high volumes of work. Although members of the staff do give novice teachers responsibilities, much of this is shedding the workload on the novice teacher. The novice teachers felt saddened that they are exploited by their senior colleagues. The workload shed on to the novice teachers leaves them working hard and not being recognised for their efforts by the Head of Department (HOD) and school management team of the school. The novice teachers felt de-motivated.

Mr Mars, a novice teacher said:

> *They give us a lot of responsibilities which are most of the time shedding the workload on the beginner teacher and then claim all the fame once it's done... and we are exploited at times.*

It was pleasing to note that the novice teachers realise the importance of developing professionally as teachers. This is because they do not turn down the opportunity of taking on a task. The novice teachers are always willing to learn. However, they feel frustrated that they are being taken advantage of and are not given any recognition. A novice teacher, Miss Jupiter stated:

> *I'm not complaining about this because it is developing me professionally, but you are doing the work and not getting any recognition for it. So it's quite frustrating in the end...*

The principal mentioned communication and collaboration among teachers. On the contrary, novice teachers expressed that they do not get any guidance and support from their senior teachers. Once an instruction is given to them, there is no follow-up support or guidance to show the novice teachers how to carry out the designated task. The novice teachers are expected to know what to do. A major problem arises when the school management points out faults and mistakes made by the novice teacher when they were initially not told how to execute that particular task. A novice teacher, Miss Venus declared:

> *The management team wouldn't brief us on what is expected... and when it comes to moderation, you are in a lot of problems because they start fault-finding. They say you should have done this and you should have done that when they should have initially told us how to do it... they exercise their authority over you and make you feel very stupid...*

The HODs who head the various subject departments in the school are extremely tactful in the manner in which they conduct subject meetings with teachers. During subject meetings, the novice teachers are encouraged to share their viewpoints and opinions, but this is for the purpose of recording minutes only. Collaboration seems to be a fancy term used by the principal because the novice teachers agreed that senior teachers do not co-operate and assist novice teachers. Senior teachers work against the novice teachers by relaying wrong information to the school management team.

A novice teacher, Miss Saturn asserted:

> *Amongst your colleagues, you get people who are there not to give feedback and to help, but they are there to cause trouble for the young teachers...*

In a profession where communication and peer support is one of the main qualities a teacher should possess, novice teachers feel misguided by the manner in which senior teachers approach professionalism. The novice teachers require direction from senior teachers especially in terms of teaching. They felt that senior teachers undermine them and ignore their requests for help and support. Senior teachers do not impart their expertise and wide knowledge of teaching practices to the novice teachers.

This is also mentioned by a senior teacher, Mrs Neptune who indicates:

> *I think that senior teachers feel that they don't need to help to develop novice teachers... the attitude of some of them is that they (the novice teachers) should virtually be on their own. I think it's unfair because they are in a position to assist the novice teachers to develop... they can play more of a part than they play at the moment in developing the novice teacher...*

The responses rendered by the novice teachers and senior teachers deferred from the responses given by the principal of the school. The novice teachers agreed that their innovative ideas in terms of teaching are not welcomed by senior teachers and their respective HODs. The novice teachers indicated that because they have just been to university, they have learnt a variety of teaching methods and acquired skills on how to design and develop innovative teaching and learning resources. The novice teachers do not get support from senior teachers to implement these ideas which they are keen on. Miss Saturn, a novice teacher pointed out:

> *If I have an idea, I will do it by myself because I know that nobody is going to come and help me. Most of the time they say you can't do it...*

The novice teachers take the initiative to introduce new methods of teaching and learning ideas on their own. However, the management still puts a damper on their spirits when they stop teachers from displaying their competences as being innovative teachers. Miss Saturn, a novice teacher shared a despondent experience when she told of how she arranged an exciting educational excursion for learners. She researched and developed a well structured programme, enquired about accommodation, fees and

travelling costs. Unfortunately, Miss Saturn's ideas for organising an excursion for her learners were short-lived when the school management team put a blatant end to the activity. Miss Saturn's enthusiasm was trampled and henceforth she did not organise any activity as such at the school.

During the focus group interview, the novice teachers were asked if they contributed to new ideas and innovations in terms of teaching and learning. Their responses indicated that they are bursting with new ideas. However, they are always told by the school management team that they cannot implement their ideas. Miss Venus, a novice teacher maintained:

> *If I do have an idea in my mind about how I want to do something, most of*
> *the time they say you can't do it or that's not part of our school...*

The novice teachers told that the rest of the staff are much older than they are and that it is extremely difficult to change their mindsets, their ways of thinking and their methods of teaching. These senior teachers also get offended when novice teachers come across as being too energetic and too enthusiastic to change certain practices at the school. This is because they feel that the novice teachers are undermining their abilities to teach. It would appear that fear and intimidation has been instilled in novice teachers as this is the comment made by Miss Jupiter, a novice teacher:

> *Older teachers say that because we came out of campus we know it all*
> *and if they (senior teachers) are part of the SMT or higher post in our*
> *department, well, let's just say they can make life harder for you and*
> *cause a lot of other difficulties for you later on...*

The responses rendered by novice teachers proved that in terms of zone two, teacher leadership does not exist among novice teachers at the case study school. The novice teachers are not encouraged to be leaders among their colleagues. Instead, their colleagues are there to exploit them by shedding all the workload on them and not giving them the support and recognition they deserve. Upon entering a school, novice teachers are eager to take on tasks, however, this is taken advantage of. The novice teachers are required to set tests and exams without guidance and are then reprimanded for unintentional mistakes as a result of the lack of direction and assistance from senior teachers. The novice teachers are eager to learn to be leaders but they are not given the opportunity to do so by the staff and management of the school.

Lieberman *et al.* (2001) emphasises the importance of teachers working in collaboration with each other. "Teachers provide leadership, but they are part of a collaborative work where others are also engaged in leadership. A teacher can be a primary professional developer, but the team backs up the work of providing feedback and giving support, thus making the work a collaborative effort, rather than one of leaders and followers" (Lieberman *et al.*, 2001, p. 8). This view is further shared by Harris and Lambert (2003, p. 44) who correctly point out "collaboration is at the heart of teacher leadership, as it is premised on change that is undertaken collectively." It is evident from the participants' responses that collaboration does not exist among teachers. This is an indication that teachers do not understand the distinct principles of teacher leadership. Leadership ceases at the classroom door and does not extend to interaction among colleagues. Fullan (1994) asserts that teacher leadership is not for a few; it is for all. School effectiveness is dependent on the degree to which teachers are leaders. A teacher leader should possess the abilities to be a leader in all spheres of the school environment as well as collaboratively sharing and improving pedagogies. Patterson and Patterson (2004, p. 15) define a teacher leader as "someone who works with colleagues for the purpose of improving teaching and learning." From the literature reviewed in Chapter Two of this study, it is noticeable that literature is rich in portraying the importance of teacher leadership for school effectiveness. Therefore, the need for teachers to be leaders in the school arises.

4.2.2.3 LEADING IN THE SCHOOL

Questions were posed to participants about the role novice teachers played as leaders in the school. When the novice teachers were asked if the school management team encourages them to take on leadership roles within the school, Mr Pluto was quick to reply, "*NO!*"

The novice teachers mentioned that nobody on the staff comes up to them and asks them to help with leadership roles. In addition to this, if a novice teacher has an idea to implement in the school, they need to have one of the favourite senior teachers on their side or else the idea will not be considered by the school management team.

Miss Jupiter, a novice teacher said:

> *If we really want to do something, we have to push really hard for it... and sometimes pushing very hard doesn't give you that positive end result unless you have some of the older teachers in your corner...*

One novice teacher, Mr Mars recalls a leadership role given to him. That was a fund-raising event which took the form of a Fun Walk. Mr Mars indicated that the school management team went out of their way in encouraging him to head up the Fun Walk and motivated him to make as much money as possible for the school. Mr Mars also mentioned that he was encouraged to take on this role for of two reasons. The first one being that none of the senior teachers had been willing to take on the responsibility therefore he was approached. The second reason the school management team motivated Mr Mars was because the school had something to gain from it, and that is money. Even though Mr Mars admitted that it was a learning experience, he also felt that it was because the school benefited financially that they asked him to organise the Fun Walk.

The participants were asked about the role that the novice teachers play in decision-making in the school. The principal of the case study school highlighted that he encourages shared decision making in his school. He does this by sending out a blank duty list form and teachers are given the opportunity to fill in their names next to the duty they would like to take on e.g. sport duty or ground duty. However, this activity is far from what a decision-making process involves. A decision is a process of coming to a conclusion or resolution about something. In the case of a school environment, a decision may be taken on discipline policies, time management and examination time-tables. A sport duty cannot be compared to a teacher being involved in a formal decision making process.

From the focus group interview conducted with the novice teachers, it was evident that the novice teachers are well aware of the importance of shared decision-making. In addition to this, they expressed their despondency as a result of the principal over-looking their position as a novice teacher to be consulted when a decision is made. More specifically when the outcome of the decision directly affects the teachers. The novice teachers collectively agreed that they only 'hear' about the decisions that are made by the school management team. The novice teachers revealed that they have no

privileges in terms of speaking during staff meetings. Miss Jupiter, a novice teacher disclosed:

> *I have no privileges in that regard, I am told what to do... our staff*
> *meetings are more like a drill, you are told what to do...*

On the rare occasion, when a novice teacher plucks up the courage to speak at a staff meeting, they are attacked by the principal. Their idea is immediately discarded. In addition to this, the manner in which novice teachers' ideas are "shot down" is done so in an embarrassing and humiliating manner. This stops novice teachers from speaking in forthcoming meetings. Miss Venus, a novice teacher shared her response with the group:

> *They always shoot you down and they don't do it in a very nice manner. It*
> *is done in a very sarcastic and condescending manner. It's as if because*
> *we are young, we don't know what we are talking about.*

From their observations, the novice teachers also noticed that it was not only the new teachers who are silent during staff meetings, but senior teachers are also not given the opportunity to be involved in a decision. Miss Venus, a novice teacher responded:

> *Most of the teachers I know, they sit there in fear. Even if they have a*
> *valid point, they are too scared to say it. They sit there in fear.*

Mr Mars, also a novice teacher spoke about the dictatorial attitude of the principal towards shared decision making. He said:

> *In my point of view, the personality of the principal is one that is similar*
> *to that of a dictator. He makes decisions, not taking into consideration*
> *other people's inputs...when it comes to novice teachers; he wants to be*
> *seen as the boss.*

The above response rendered by Mr Mars was agreed to by the other novice teachers in the group. It was common practice for the principal to pass down instructions to the novice teachers without ensuring that they understand what is expected of them. The principal of the school also goes on to make decisions with the school management team on behalf of the level one teachers. At times these decisions are made at his sole discretion without the input of teachers. Senior teacher, Mrs Neptune used the identical terminology to describe the principal.

She said:

> *Management makes decisions about the running of the school and we just*
> *have to implement them. We are not supposed to question management.*
> *It's just a dictatorship.*

The above statements by both novice teachers and senior teachers clearly indicate the extent to which autocratic practices have been established in the school. Teachers have dwelled in an environment not conducive to distributed leadership and shared decision-making.

Miss Jupiter, a novice teacher shared an experience with the focus group. At Galaxy High School, staff meetings are conducted at 7:30 am twice per week. On one of these days, learners are also scheduled to write a Cycle Test in the morning. Miss Jupiter suggested that the meeting be postponed to a different time slot as it interferes with the day's proceedings and impacts negatively on learners who are waiting to write the test. However, her suggestion was "shot down" without even taking the time to think about the concern raised. Miss Jupiter was told that the meetings were always held on those days and that it will not change. She did not raise any further suggestions during staff meetings after that incident.

According to another novice teacher, Mr Pluto, the principal does not play an active role in allowing novice teachers to be part of the decision making process. He leaves that responsibility to the HODs. As a result, novice teachers are not exposed to dialogue with the principal and therefore not confident in approaching him.

From the data generated, it appears that the novice teachers are shunned from the role of being a leader within the school and being part of decision-making processes. There are instances where novices teachers are called to play leadership roles but these are few and far between. Leadership roles which are seen as mundane by the senior teachers are shed onto the novice teachers. Literature suggests that when teachers are involved in the daily functions of the school, they contribute to school improvement. This is highlighted by Harris and Mujis (2003) who view schools as communities where teachers and learners develop and learn together. Teachers do this by way of involvement in school activities, professional development and support from fellow teachers and the school management team.

The manner in which leadership roles are dispersed to teachers is highly dependent on the principal, who is referred to as 'leader of leaders' by Grant *et al.* (2010). The principal holds the decree of the method of management and leadership theory he employees in his school. In the case of Galaxy High School, the leader is defined by the novice teachers and the senior teachers as displaying dictatorial characteristics. Teachers who participate in making decisions about conditions that affect what happens inside classrooms have a greater sense of empowerment and are less likely to feel like passive victims (Barth, 2001).

The principal, who is meant to be an agent of change, displays a type of beauracracy which serves no place in democratic schooling institutions. This pattern of democratic leadership is a complete contrast to the activities which transpire at the case study school. Birky *et al.* (2006), in a study conducted with administrators of schools, found that administrators are keen on finding new ways of encouraging and supporting teacher leadership in their schools. In addition to this, the necessity for schools to use a more distributive and collaborative approach is on the increase which results in effective change. According to Waters *et al.* (2003), administrators can have either a positive or negative impact on school effectiveness through effective or ineffective relationships with teachers. As indicated by novice teachers, the principal of Galaxy High School does little to promote shared decision-making and distributed leadership. A school operates by way of a team of people, who are all directed towards a common goal. The ideal school environment fosters shared decision-making. This process entails input from all teachers and allows teachers to introduce innovative ideas in terms of leading the school to the intended goals. The principal and the management of the school are tasked with the responsibility to accommodate viewpoints from all teachers within the school. Teacher leadership does not stop at the gate of the school. Instead, it is extended to neighbouring schools, fellow teachers from other schools and the community at large. Hence the need arises for teacher leaders to play an active leadership role in the community.

4.2.2.4 LEADING IN THE COMMUNITY

The novice teachers were asked to what extent the school management team assists them in developing the necessary skills to be leaders in the community. It was unanimously agreed by the novice teachers that Galaxy High School's SMT does not

take the initiative to develop novice teachers in being leaders in their respective communities. Miss Jupiter, a novice teacher mentioned:

> *We are educational leaders on our own... it doesn't have anything to do with the school management team... they do not equip us with skills to be leaders in the community.*

The principal of the school rendered a response to the question, stating:

> *We have parent-educator meetings.*

In addition to this, Mr Mercury pointed out that teachers are formally and appropriately dressed whenever they go out into the community. Leadership skills were not mentioned by the principal in his response. Parents meetings and dress-code for educators does not do justice to the importance of the role a teacher is required to fulfil in the community. A teacher promotes the value of education, imparts knowledge to children and parents of the community. Unquestionably, novice teachers are exposed to skills such as communication during meetings. However, these meetings do not heighten the potential and responsibility a novice teacher will gain when they are involved in leadership roles in the community. To reduce a teacher to a well attired mannequin on mute in the community, speaks volumes on the role of the school management team in developing teacher leadership among novice teachers. The senior teachers interviewed expressed their concern at the lack of involvement of novice teachers in the community. They noticed that community based leadership was not encouraged by the school management team. Furthermore, they mentioned that the role of being a leader in the community is executed in their personal capacity and not affiliated to the school in any way. Mrs Neptune, a senior teacher responded:

> *The school does not get involved with educators being leaders in the community.*

The above response provided by the senior teacher evidently describes the manner in which teachers are guided towards being leaders. Teachers, and more especially novice teachers, are not directed towards being leaders in their communities. Instead, they take the initiative on their own without the support from the school and in most cases the leadership roles they take on are religiously associated.

The novice teachers failed to give any positive responses. Miss Venus, a novice teacher mentioned:

The SMT does not equip us with skills... because first of all, we are shut down here at school, so there's no way that they are going to prepare us for something as large as the community.

The above response by Miss Venus was supported by other novice teachers in the group. They believe that if their ideas and innovations are short-circuited in the school, then there is no point in trying to be a leader, in the school or out of the school. The ideology of novice teachers being incompetent in their duties are filtered out of the school and spread throughout the community. Many community members view the novice teachers as still being too young to execute substantial leadership roles. Miss Saturn, a novice teacher said:

We are leaders in our church communities, our religious groups... but in our community, we are looked at as still being young and we don't know what we doing.

Mr Pluto, although a novice teacher, has spent a number of years working in industry. Stemming entirely from his personal initiative he has managed to secure and hold leadership roles in his community. He stated that he has built up his credibility on his own and that the school at which he is employed does little or close to nothing to encourage teachers to be leaders in the community.

Grant's fourth zone of teacher leadership explicitly highlights the role of a teacher within the community. This is also in line with the seven roles and competences of an educator which requires the teacher to fulfil a pastoral role to members of the community. It is evident from the participants' responses that nothing is being done by the school management team to promote leadership in the community. The principal is the only participant who rendered a positive response which was vague and unsubstantial to the required role of the novice teachers. The novice teachers of Galaxy High School have taken up leadership roles within their communities but this is restricted to religious responsibilities.

The fourth zone of teacher leadership is associated with providing curriculum development knowledge to neighbouring schools. In addition to this, it requires

teacher leaders to assist other teachers across schools in the area (Grant *et al*., 2001). This practice assists teachers with sharing resources, innovations and teaching practices. For the novice teacher, zone four is an alley which can assist them where their own school teachers cannot. However, the novice teachers are not exposed to the opportunity of interacting with other teachers from other schools. Furthermore, their confidence and competence levels are undermined by the principal and the school management team, therefore little initiative is taken by the novice teachers to interact with others. This finding concurs with a study conducted by Grant *et al*. (2010) which indicates that little teacher leadership is evident in zone four. By the novice teachers being left out of important meetings and decisions regarding school practices and policies, it is likely that their confidence in boasting a passion for the teaching profession will be diminished.

4.2.3 FACTORS WHICH ENHANCE TEACHER LEADERSHIP OF NOVICE TEACHERS

The novice teachers have formed their own support system within the school environment. They are always keen to learn and to learn from each other. Certain novice teachers have become mentors to other novice teachers. These 'novice mentors' are there to assist other novice teachers with daily administration and teaching duties such as balancing of registers and lesson plans. This support group allows them the opportunity to share ideas with one another. In addition to this, they help each other to develop teaching and learning resources. Miss Jupiter stated:

> *We help each other and sympathise with each other because we know how*
> *it feels to be completely lost.*

Senior teachers do assist the novice teachers to a certain extent by way of giving them tasks to perform within their specific departments. This gives the novice teachers the platform to be exposed to particular teaching duties such as setting of tests and examination papers. Although novice teachers do make errors, they use this as a learning experience. Mrs Neptune, a senior teacher shared her response:

> *Some HODs do encourage novice teachers and try to develop them if they*
> *know that the novice teachers are talented in a certain area.*

The findings from the interviews conducted with the principal of Galaxy High School reveals that very little is done to enhance teacher leadership at the

school. By the principal providing resources to teachers, although helpful, does not foster or enhance the value of teacher leadership. As the *principle* agent of change, the *principal* of a school should foster an environment where collaboration prospers. Lieberman *et al.* (2001) states "the collaborative work of the group, not the teacher leader, is what leads the school forward" (Lieberman *et al.*, 2001, p. 10). By employing this collaborative spirit among teachers, the school as an organisation is able to meet its educational goals and attain achievement holistically, within the school as well as within the community. Harris and Mujis (2003) also highlight the importance of collaboration among teachers by affirming it is a necessary "concomitant of school improvement and change as well as a contributor factor to school effectiveness" (Harris & Mujis, 2003, p. 23). The transcript from the focus group interview conducted with the novice teachers shows that leadership roles within the school are distributed to a select few. These roles are given by the principal to teachers who have accumulated a wealth of experience in teaching already. The school management team has little confidence in the novice teachers to assume leadership roles within the school. Unequal distribution of leadership roles results in the novice teachers not being familiar with the responsibilities needed to head such activities in the school. Their professional development as an effective teacher is compromised as they are not given leadership roles to engage in, other than that of classroom management.

From the data generated, it was found that the school management team approach novice teachers in a way that undermines and discredits their professional stature. As a leader of leaders, the principal is tasked with the responsibility of encouraging and motivating budding teachers. Birky (2002) discovered that administrators need to show appreciation for tasks completed by teacher leaders by recognising the job done by teachers, showing appreciation and simply saying 'thank you'. By the principal and the school management team giving novice teachers verbal support, appreciation and thanks, novice teachers feel motivated to take on leadership roles and execute them to the best of their ability. Helterbran (2010, p. 367) correctly points out "the principal is the lynchpin in creating and supporting a school climate in which teacher leadership can flourish."

It has appeared that the novice teachers are building their own network. They use this forum to help, guide and support other novice teachers. According to literature, individuals who form a forum of such practices are referred to as critical friends. According to Costa and Kallick (1993), a critical friend is a trusted person who asks questions, provides data to be examined through a different lens and offers a critique of a person's work as a friend. The novice teachers empathise with one another as they are all treated in the similar manner. Forming a network of critical friends gives them a platform to raise concerns and support each other in daily teaching practices and ideas which they may have. Costa and Kallick (1993, p. 51) explain that by "introducing the role of critical friends into the layers of the school system will build a greater capacity for self-evaluation as well as open-mindedness to the constructive thinking of others." The novice teachers at Galaxy High School have turned to each other for support, positive criticism and guidance as the school management team does not provide to them the kind of positive mentorship these teacher leaders are in dire need of. Instead, a number of circumstances present in the school constitute a hindrance to the enactment of teacher leadership within the school.

4.2.4 FACTORS WHICH HINDER TEACHER LEADERSHIP OF NOVICE TEACHERS

To gain clarity on the obstacles to teacher leadership by novice teachers, all participants were asked what they think are factors which hinder the novice teachers from enacting teacher leadership roles.

The principal, Mr Mercury was quite firm with his response stating that when novice teachers come into the school, they do not recognise and respect the protocol that is fixed at the school. He went on to further mention that novice teachers do not realise that there is someone who is above them. Mr Mercury added that novice teachers are reluctant to get involved with schooling activities and that they are there to do the minimum, that is to teach only.

Mr Mercury also revealed that some novice teachers are too enthusiastic about taking on tasks. It is because of this that senior teachers on the staff feel threatened by the

novice teachers and do not co-operate with the novice teachers when organising activities. This is seen as a major obstacle to novice teachers being active leaders at their school. Lastly, the principal mentioned that novice teachers have a low self-esteem and because of this they tend to shy away from taking on leadership roles. The principal, Mr Mercury said:

> *The novice teacher is initially reluctant. The exuberance they displayed in college in their final year of study has suddenly vanished. I don't know whether they feel intimidated by the senior teachers or the presence of the management staff or even by me.*

In his response which coincided with the response of the novice teachers about raising issues at staff meetings, the principal, Mr Mercury mentioned:

> *Whenever you go to a meeting, you put your hand up and ask a question. We not asking that from our teachers, but you have to break away from the shackles of low self-esteem.*

The responses rendered by novice teachers were rather contrasting to that of the principal's. They believe that the biggest factor which hinders novice teachers from being teacher leaders is the principal himself. Miss Venus maintained:

> *When the biggest obstacle is your principal, it becomes a very big obstacle to assume leadership roles. When you are being shot down at every turn you take and you are being undermined, it is really bad.*

The novice teachers are reluctant to take on leadership roles because they know that the principal will not support or assist them in their initiatives. Instead, he looks for ways and means to dampen the novice teachers' spirit and put an end to them taking on leadership roles in the classroom and in the school. Mr Mars, a novice teacher explained:

> *Educators are too afraid of taking on responsibilities because they are afraid of being victimised, embarrassed and humiliated by the principal of the school. So the main obstacle that de-motivates, disheartens and stops educators from taking on leadership, or assisting the school or doing anything for the school is him. So he actually is the root of all evil when dealing with leadership and novice teachers being part of the school environment.*

All the novice teachers interviewed agreed with Miss Saturn (a fellow novice teacher) when she mentioned that there was no induction programme for them when they entered the school. For most of the novice teachers, it was the first time they were exposed to being employed at a school and to a new working environment. The novice teachers expressed disappointment and discontent when they spoke of the manner in which they were left in a classroom full of learners without being given any direction about what to do, the school times and so forth. Miss Saturn confessed:

> *We did not receive any induction. We were thrown into the classroom without being told what to do.*

Miss Venus agreed with her by mentioning an incident she was faced with when using one of the school's resources. She stated

> *When it comes to something like using the photo-copying machine, we were told in a condescending tone that we should know how to use it... we were looked down upon and they didn't try to help us.*

The novice teachers believe that it is ultimately the principal who perpetuates the cycle of novice teachers being stagnant in the role they play within the school and that is confined to the classroom only. The principal is not reasonable in the manner in which he directs the school. A novice teacher, Miss Venus rendered a response:

> *It all comes back to the principal being the leader and by him being unfair, it creates animosity among staff... he, himself is creating this situation in this school where there is no unity.*

In this case study, it seems that the primary factor which causes teacher leadership to be close to non-existent is the principal, Mr Mercury. Literature surrounding education leadership and management is rich with the qualities a leader should possess. Principals need to offer a breadth of vision and have the ability to motivate others, establish a purposeful staffing structure, foster effective communication, promote good relationships with parents, the local community and sources of external support and have the capacity to manage change, to solve problems and to develop organically (Bush, 2003). It is evident that Mr Mercury does not display these attributes. The novice teachers feel stifled in occupying the daily roles of a classroom leader. They are eager to head up leadership roles within their school. However, the

principal does not recognise their skills or encourage them. Grant and her colleagues conducted a study in 2010 where they also found that the role of the school management team in fostering teacher leadership is problematic. "The SMT was perceived as an impediment to teacher leadership because SMT members did not distribute leadership but instead autocratically controlled the leadership practice" (Grant *et al*., 2010, p. 415).

According to Gunter (2005) the above practices by the school management team indicates a form of authorised distributed leadership, whereby leadership is distributed by the principal and the school management team to a select few, leaving other teachers to follow without any accreditation. By senior teachers refusing to assist the novice teachers by mentoring them in their field of teaching, novice teachers feel despondent in their abilities to teaching. Barth (2001) suggests that colleagues are often the greatest obstacles to change as many of the can oppose new ideas, hamper enthusiasm and discourage problem solving. As cited in Harris and Mujis (2003) and Little (2002), "the possibility of teacher leadership in any school is dependent upon whether the school management team within the school relinquishes real power to teachers and the extent to which teachers accept the influence of colleagues who have been designated as leaders in a particular area."

Another factor which hinders teacher leadership is the colossal workload placed on the novice teachers. The sudden transition to the working environment from universities requires patience and support from more experienced teachers. However, by shedding off work load to the novice teacher, feelings of despair and despondency are infixed into novice teachers. According to Moodley (2009, p. 24), "novice teachers feel overwhelmed by the complexity and workload of teaching. Instead of balancing the responsibilities of these teachers, they are given more responsibilities and extra-curricular activities that experienced teachers at times do not want to accept."

The novice teachers expressed their concern over the lack of induction and mentoring programmes at the school. This initiative is a step towards making novice teachers feel welcomed and valued at the school. However, no individual employed at the school was willing to assist the novice teachers in being comfortable at the school.

The novice teachers were left without any direction as to the formalities and proceedings of the school day. The lack of induction and mentoring programmes therefore hinders the enactment of teacher leadership of novice teachers.

4.3 SUMMARY

This chapter presented findings from the data which was generated by way of interviews with the principal, senior teachers as well as the novice teachers of Galaxy High School. It is evident that the novice teachers are keen on being active teacher leaders. However, the furthest novice teachers are able to display leadership is in front of a classroom of learners. Teacher leadership is confined to the classroom. No collaboration exists among colleagues and this has resulted in novice teachers being uncertain of their teaching abilities. Distributed leadership and shared decision-making are buzzwords used by the principal as both the novice teachers and the senior teachers agreed that the principal makes decisions solely and only at certain times does he engage the school management team in the decision-making process. The unfortunate reality which has emerged from the interview with the novice teachers is that their expectations of the school management team in assisting, guiding and developing them as teacher leaders are minimal. They have no confidence in teachers who have been in the teaching profession for decades to impart skills and knowledge to them. The findings revealed that teacher leadership exists in the first zone of the teacher leadership model (leading within the classroom) but does not exist in zone two, three and four of the model which require interaction, collaboration, exchanging of resources and the sharing of knowledge and skills.

The next chapter concludes the study with a summary of the study, conclusions and implications of the study.

SUMMARY, CONCLUSIONS AND IMPLICATIONS OF STUDY

5.1 INTRODUCTION

The previous chapter dealt with the presentation of the data, findings and discussion. This chapter focuses on three issues. Firstly, a summary of the study is presented. Secondly, conclusions are made emanating from findings related to my key research questions and lastly, the implications of the study for further research are put forth.

5.2 SUMMARY OF THE STUDY

Chapter one provided the background and orientation to the study. I elucidated reasons and justification as to why this research topic is an area of interest for me. From a professional perspective, I have noticed a breakdown in the distribution of leadership from the School Management Team to level one teachers. This breakdown leaves level one teachers and more specifically novice teachers not being motivated and recognised for carrying out leadership roles. Furthermore, being a novice teacher myself, I also hold strong personal views on teacher leadership and the novice teachers' assumption of leadership roles.

In addition to this, I provided a rationale and motivation as to why this study is needed in the South African context. Teacher leadership is an emerging field of study in South Africa and much emphasis is on senior teachers and school managers. However, according to Sterling and Davidoff (2000), schools continue to operate as bureaucratic and hierarchical organisations and that change has really not happened in many of our South African schools. My study of the scholarship on teacher leadership revealed that little focus is placed on the novice teacher, who ultimately fulfils the equivalent role of that of a seasoned teacher who has been in the classroom for decades. I also reported that novice teachers are seen as being insignificant in their abilities to assume leadership roles within the schooling organisation. I provided the objectives I intended to achieve at the culmination of the study. In addition to this, I generated three key research questions to guide my study, namely:

- Why is teacher leadership important for novice teachers?

- How is teacher leadership enacted by novice teachers?

- What are the factors which enhance or hinder teacher leadership of novice teachers?

Lastly, considering the contested nature of terms used in the study I provided definitions of key terms used in the study so as to ensure a uniform understanding of them when reading the study.

Chapter two provided a review of literature. This chapter drew literature from academic authors in the field of education leadership and management as well as emerging academics who have conducted smaller scale studies in the South African and international contexts. I believe that these studies are a reflection of the existing scenarios of teacher leadership. The model which I referred to continuously throughout the study is Grant's (2008) model of teacher leadership which consists of four zones where teachers should be active participants in order to be deemed effective teacher leaders. The four zones are: leading within the classroom, leading among colleagues, leading in the school and lastly, leading within the community. Further, literature surrounding distributed leadership served as a solid theoretical framework which underpinned my study. I explicitly reviewed key issues pertaining to a practice of leadership and management that makes use of the distributive method of leadership. In addition to this, I emphasised that given the values espoused by the *Constitution of the Republic of South Africa Act, 108 of 1996,* democratic distributed leadership is the most suitable form of leadership to adopt in educational institutions where human resources are key to the attainment of organisational goals. Teacher leadership and its principles were delved into at length including, the role teacher leaders play towards achieving heightened school effectiveness. In addition to this, the factors which enhance teacher leadership were highlighted. Along with enhancing factors, come challenges. To make readers aware of some of the factors which impede teacher leadership, literature surrounding the barriers to teacher leadership was reviewed. The case of novice teachers and their role in leading within schools and participating in decision-making processes were expounded upon, which brought chapter two of the study to a conclusion.

Chapter three provided a description of the research design and methodology employed in the study. The study adopted a qualitative approach to generating data as my intention was to gather in-depth information from the participants. The process of data generation took the form of semi-structured interviews and a focus group interview. Semi-structured interviews were conducted with the principal of the case study school as well as with two senior teachers. A productive focus group interview was conducted with five novice teachers at the same school. A rationale was provided as to why I chose to use purposive sampling in generating data. In this chapter, a description of the case study school, Galaxy High School was provided, as well as a brief description of all the participants who were interviewed. This gives the reader background information in order to understand their different experiences of teacher leadership. A section of chapter three disclosed the manner in which I went about analysing the data generated which was content analysis. The concluding issues explicated upon in chapter three were ethical issues, issues of trustworthiness and the limitations of the study. In order to comply with sound ethical practices, I sought permission from various institutions to gain access to the case study school and the participants. These institutions included the Department of Education and the School Governing Body. Permission letters and consent forms were given to all participants. All stakeholders responded positively. Trustworthiness and credibility of the study was ensured by engaging in the process of 'member-checking'. Lastly, limitations of the study were revealed which brought chapter three to a close.

Chapter four presented the findings from the research. In order to systematically present the findings, the data analysed was separated into different themes. The first theme emanating from the data was the importance of teacher leadership for novice teachers. It was found that teacher leadership is an important aspect of a novice teacher's responsibilities and daily functions at a school. The second part of chapter four pertains to the enactment of teacher leadership by novice teachers in the school at which they are employed. The enactment of teacher leadership was divided into four zones. Zone one deals with teachers leading within the classroom, this includes teaching as well as executing administration duties. Zone two requires teachers to be leaders among their colleagues and the ability to collaborate as members of a team who share and design teaching programmes. Zone three requires teachers to be active leaders within the school by engaging in different leadership roles and participating in

decision-making processes. Lastly, zone four requires teachers to assume active leadership roles within the community by way of interacting with neighbouring school and promoting education in the wider community. The school management team was found to have not rendered any form of assistance to the novice teachers taking on an active leadership role in the community. The novice teachers are not exposed to the opportunity of interacting with teachers from other schools. It was also revealed that the novice teachers take up leadership roles in their own capacity and this is often associated with religious and cultural practices. Chapter four also looked at the different factors at the case study school which enhance or hinder the enactment of teacher leadership of novice teachers. It was revealed that many practices at the school hinder the enactment of teacher leadership of novice teachers. This included the beauracratic leadership style of the principal, the lack of induction and mentoring programmes at the school and the colossal workload placed on the novice teachers without any support from senior teachers and the school management team. In addition to this, there are also factors which enhance teacher leadership of novice teachers, even though minimalistic. These included the ability of the novice teachers to form their own circle of 'critical friends' who provided support for each other. In addition to this, resources in the form of textbooks and teaching material proved helpful in the novice teachers mastering the first zone of teacher leadership which is leading within the classroom.

5.3 CONCLUSIONS

The aim of the study was to examine the experiences of novice teachers with regard to teacher leadership. Based on this aim and the key research questions, some clear conclusions are arrived at regarding novice teachers and teacher leadership after engaging with literature surrounding teacher leadership and interacting with novice teachers, senior teachers as well as managers at the case study school.

With regard to why teacher leadership is important for novice teachers, it became abundantly clear that novice teachers are the only adults in the classroom and therefore need to take the lead in guiding and inspiring their charges. The novice teacher, by displaying excellent classroom leadership skills, gains control of the teaching and learning process as well as develops confidence in turning into an insightful teacher. Once novice teachers emulate the principles of teacher leadership,

development on a professional level will be a recurring practice at schools. This will be so because of the interactions between teachers, managers and colleagues from neighbouring schools. Teacher leadership leads to school effectiveness; hence, novice teachers contribute to heightened school effectiveness as they also form part of the staff. Teacher leaders engage meaningfully in enacting the goals and vision of the institutions at which they are employed. As novice teachers are budding professionals who hold the future of education in their hands, they need to be the ones who will introduce sound leadership and management practices at schools. Teacher leadership will allow for a number of diverse leading and managing practices which include the theories and practices of distributed leadership and shared decision-making skills.

Teacher leaders acquire the ability to diagnose the needs of the institution, staffing composition as well as those needs of the learners. By practicing the principles of teacher leadership, novice teachers are trained to scrutinise the practices and challenges at the school and develop innovative ways to overcome them. Teacher leadership is of the utmost importance for novice teachers as the principles underlying teacher leadership encapsulate the seven roles and competences of an educator as stated by the Department of Education. It is in accordance with the core roles and functions of educators.

With regard to the extent to which teacher leadership is enacted by novice teachers, it can be concluded that novice teachers are aware of the crucial role they play in moulding a child's future and it is precisely for that they are ever-willing to assume leadership roles which will contribute to the upliftment of the school as a teaching and learning organisation. This study has shown that novice teachers assume many leadership roles within the classroom. This is by way of teaching, leading, administrating and providing support to the learners. Novice teachers feel comfortable in their own classroom and use the knowledge and skills learnt from tertiary institutions to execute teaching and leadership roles. It is evident from the findings that the classroom is the only place where novice teachers are comfortable with displaying their leadership abilities. The novice teachers' leadership capabilities and responsibilities are confined to the classroom. This notion is reinforced by Lieberman *et al.* (2001) who advocate that when teachers narrowly confine their leadership roles

to only the classroom, then much of their talent and positive influence will positively be wasted.

Findings from the study showed that very little is done by the school management team to develop novice teachers as classroom leaders. As a result, they rely on the knowledge received by them during their tertiary years at higher education institutions. Many teaching ideas are executed by novice teachers without the support from senior teachers or the school management team. Therefore, teamwork and collaboration is dwindling in the education system with the school being the fundamental institution underpinning change within the country.

Novice teachers feel isolated from their fellow colleagues at school as they are often not part of the team which contributes to introducing new ideas within the respective disciplines. Novice teachers are not given the opportunity to attend curriculum workshops and meetings which enrich their abilities to teach. They are not confident in communicating with senior teachers as they are often undermined and looked at as being insignificant in terms of consultation about issues in the discipline. There is no evidence to suggest collaboration exists among colleagues.

It is concluded that the novice teachers, although willing to assume leadership roles within the school, are not given the opportunities to do so. The minimalistic tasks given to novice teachers do not render any meaningful professional development of the novice teacher. Novice teachers are isolated from decision-making processes and their opinions and suggestions do not hold any weight before the principal and the school management team. The lack of distributed leadership proves unfortunate in improving school effectiveness. Leadership duties are reserved for a select few and novice teachers are seen as being irresponsible for executing these tasks. At the forefront of our education system is the principles of democracy. However, novice teachers are not consulted when important decisions are made and shared decision-making is non-existent. Teachers long to feel welcomed and crave a sense of belonging at the school. But this is shattered when they feel inferior and insignificant to meaningful changes.

Furthermore, the findings of this study have shown that novice teachers have little or no confidence in the school management team in equipping them with skills to be leaders in the community. The leadership roles assumed by novice teachers are often by virtue of their personal affiliation to the religious organisations. Interactions with other school teachers do not exist as the novice teachers are confined to their school only. Furthermore, the notion that novice teachers are incompetent is filtered outside the school and throughout the community.

The findings from this study revealed that there are a number of factors which enhance or hinder the enactment of teacher leadership of novice teachers. It is concluded that the factors which hinder teacher leadership outnumber those which enhance teacher leadership. The management style of the principal and the school management team of the case study school do not promote democratic practices, shared decision-making and distributed leadership. As a newly democratised country, South Africans want to feel a sense of belonging at the institutions and organisations at which they operate. It is only fitting for one to be consulted when decisions concerning them are being made. By the principal and the school management team isolating the novice teachers, there will be a lack of involvement by the teachers resulting in poor teacher leadership practices. In addition to this, the contextual factors of the school which has been in existence for decades pose a serious challenge for teachers to introduce and promote transformation at the school. These include school times and days scheduled for staff meetings. It appeared from the findings that senior teachers at the school are reluctant to change and as a result, the transformation process is a slow one. The lack of resistance from the novice teachers proves to be a barrier for volunteering and introducing new ideas to the organisation. The lack of an induction and mentoring programme for novice teachers serves as a barrier for novice teachers being effective teacher leaders. Novice teachers need to be introduced to the school as an organisation and be allocated to a mentor who will assist and guide them through the experience of being newly appointed at the school.

The factors which enhance teacher leadership are few. Novice teachers have built their own network of 'critical friends' who support, guide and assist them in the daily activities of teaching and administration duties. They can relate to each other as they also experience the similar occurrences at the school. Very few senior teachers are

willing to assist novice teachers in performing tasks such as setting of examination papers and marking. However, within the specific subject departments, novice teachers have turned to senior teachers for assistance in executing leadership tasks. The school management team assists teachers in developing their leadership abilities within the classroom by ensuring they are equipped with the necessary teaching resources.

5.4 IMPLICATIONS OF THE STUDY

In this study, a qualitative approach was used to delve into the experiences of managers and novice teachers at one case study school. It must be noted that this does not give a strong generalised view on the practices of teacher leadership by novice teachers. As revealed in the findings of the research, novice teachers are keen on assuming leadership roles within the school they are employed at. At other schools, novice teachers with the same enthusiasm on teacher leadership may be given opportunities to assume leadership roles in all four zones of teacher leadership. So to say this study is a generalised view on the extent to which novice teachers enact teacher leadership will be erroneous. Therefore, there is a need for a larger study to be conducted using different methodologies and methods in order to get a better picture of novice teachers and teacher leadership.

The responses rendered by the novice teachers, senior teachers as well as the principal revealed a lack of understanding of the term 'teacher leadership'. Although many of the participants explained their understanding of leadership, little confidence was shown when asked about the manner in which each of the four zones of teacher leadership is enacted by novice teachers. Hence, this shows the urgent need for all educators to be capacitated on what exactly is meant by teacher leadership and how it can be used to enhance school effectiveness and improvement.

Another important practical implication is that novice teachers are not familiar with the daily responsibilities of being a teacher. Undoubtedly, if higher education institutions do not familiarise their students with the practical assumption of leadership roles within the school, then the effect of being newly appointed at a school will awaken feelings of uncertainty. As was revealed during the interviews with novice teachers, help and guidance is sought in the implementation of school policies

and procedures. In a year where our South African 'born-frees' are in the process of completing their schooling career and intend entering higher education institutions, if these institutions want to produce future teacher leaders who are effective in assuming leadership roles in all four zones of teacher leadership, then attention needs to be given to the practicalities of teacher education.

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Government gazette, 15 July 2011: Collective roles of teachers in a school.

These roles should be understood as everyday functions of the collective of all educators at a school. They seldom have to be carried out altogether, in all their detail, or all of the time, by individual educators. However, individual teachers will carry out the roles appropriate to their specific position in the school. All classroom teachers will develop in the seven roles as appropriate to their practice.

These roles are:

A. Specialist in a phase, subject discipline or practice

The educator will be well grounded in the knowledge, skills, values, principles, methods and procedures relevant to the phase, subject, discipline or practice. The educator will know about different approaches to teaching and learning (and, where appropriate, research and management), and how these may be used in ways which are appropriate for the learners and the context. The educator will have a well developed understanding of the knowledge appropriate to the specialisation.

B. Learning mediator

The educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning; construct learning environments that are appropriately contextualised and inspirational; and communicate effectively, showing recognition of, and respect for the differences in others. In addition, an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

C. Interpreter and designer of learning programmes and materials

The educator will understand and interpret provided learning programmes , design original learning programmes; identify the requirements for a specific context of learning; and select and prepare suitable textual and visual resources for learning. The educator will also select sequence and pace of the learning in a manner sensitive to the differing needs of both the subject and the learners.

D. Leader, administrator and manager

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

E. Scholar, researcher and lifelong learner

The educator will achieve ongoing personal, academic, occupational and professional growth, through pursuing reflective study and research in their field, in broader professional and educational matters, and in other related fields. Minimum Requirements for Teacher Education Qualifications, 2011 49.

F. Assessor

The educator will understand that assessment is an essential feature of the teaching and learning process and know how to integrate it into this process. The educator will have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessments in ways that are appropriate to the level and purpose of the learning and meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

G. Community, citizenship and pastoral role

The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society. Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner, and respond to the educational and other needs of learners and fellow-educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations, based on a critical understanding of community and environmental development issues. One critical dimension of this role is HIV *I* AIDS education.

APPENDIX B

kzn education
Department:
Education
KWAZULU-NATAL

Enquiries: Sibusiso Alwar	Tel: 033 341 8610	Ref.:2/4/8/249

Miss Shahina Somdut
15 Townview Road
Stanger
4450

Dear Miss Somdut

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **Novice Teachers and Teacher Leadership: a Case Study of One Secondary School in the KwaDukuza Region,** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 July 2012 to 31 December 2013.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following Schools and Institutions:

    10.1   Stanger High School

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

2012|07|20
Date

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

<div align="right">
15 Townview Road
Stanger
4450

07 August 2012
</div>

The Chairperson
School Governing Body
Galaxy High School
Stanger
4450

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT GALAXY HIGH SCHOOL IN THE ILEMBE DISTRICT

I, Miss S. Somdut (student no. 206 505 454), currently an Educator, request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master of Education Degree at the University of KwaZulu-Natal. In order to successfully complete my studies, I am required to compile a dissertation. Please be informed that I have sought the necessary permission in advance from the KwaZulu-Natal Department of Education and have been granted ethical clearance (See copy attached). I therefore kindly seek permission to conduct research in your school. The title of my study is: **Novice teachers and teacher leadership: A case study of one secondary school in the KwaDukuza Region.**

My study will focus on teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard, I have chosen your school because I believe that your teachers have the potential and can provide valuable insight in extending the boundaries of our knowledge on this concept. The purpose of this study is to examine the experiences of novice teachers with regard to teacher leadership. It seeks to explore the importance of teacher leadership for novice teachers, and to determine how teacher leadership is enacted by novice teachers.

The study will use semi-structured interviews and focus group interviews. Semi-structured interviews will be conducted with the school principal as well as with two experienced teachers. Focus group interviews shall be held with five novice teachers. Participants will be interviewed for approximately 30-45 minutes and each interview will be voice recorded.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.
The interview shall be voice recorded to assist e in concentrating on the actual interview.
You may contact my supervisor or myself should you have any queries or questions you would like answered. My contact number is 083 713 8205/0325511904

Supervisor's details:
Dr Inba naicker
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Cell no. 082 377 5253 Edgewood Tel No. 031 – 260 3461

Your anticipated positive response in this regard is highly appreciated.
Thanking you in advance
Yours sincerely

_____

S. Somdut (Miss)

15 Townview Road
Stanger
4450

07 August 2012

The Principal
Galaxy High School
Stanger
4450

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT GALAXY HIGH SCHOOL IN THE ILEMBE DISTRICT

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Supervisor's details:
Dr Inba naicker
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Cell no. 082 377 5253 Edgewood Tel No. 031 – 260 3461

Your anticipated positive response in this regard is highly appreciated.
Thanking you in advance
Yours sincerely

_____

S. Somdut (Miss)

15 Townview Road
Stanger
4450

07 August 2012

The Educator
Galaxy High School
Stanger
4450

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Miss S. Somdut (student no. 206 505 454), currently an Educator, request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master of Education Degree at the University of KwaZulu- Natal. In order to successfully complete my studies, I am required to compile a dissertation. Please be informed that I have sought the necessary permission in advance from the KwaZulu- Natal Department of Education and have been granted ethical clearance (See copy attached). I therefore kindly seek permission to conduct research with you in your capacity as a senior teacher. The title of my study is: **Novice teachers and teacher leadership: A case study of one secondary school in the KwaDukuza Region.**

My study will focus on teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard, I have chosen you because I believe that you have the potential and can provide valuable insight in extending the boundaries of our knowledge on this concept. The purpose of this study is to examine the experiences of novice teachers with regard to teacher leadership. It seeks to explore the importance of teacher leadership for novice teachers, and to determine how teacher leadership is enacted by novice teachers.

The study will make use of semi-structured interviews and focus group interviews. Semi-structured interviews will be conducted with senior teachers. Focus group interviews shall be held with five novice teachers. Participants will be interviewed for approximately 30-45 minutes and each interview will be voice recorded.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.
The interview shall be voice recorded to assist e in concentrating on the actual interview.
You may contact my supervisor or myself should you have any queries or questions you would like answered. My contact number is 083 713 8205/0325511904

Supervisor's details:
Dr Inba naicker
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Cell no. 082 377 5253 Edgewood Tel No. 031 – 260 3461

Your anticipated positive response in this regard is highly appreciated.
Thanking you in advance
Yours sincerely

_____
S. Somdut (Miss)

07 August 2012

The Educator
Galaxy High School
Stanger
4450

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Miss S. Somdut (student no. 206 505 454), currently an Educator, request permission to conduct research at the above school. As part of my professional development, I am presently enrolled for a Master of Education Degree at the University of KwaZulu- Natal. In order to successfully complete my studies, I am required to compile a dissertation. Please be informed that I have sought the necessary permission in advance from the KwaZulu- Natal Department of Education and have been granted ethical clearance (See copy attached). I therefore kindly seek permission to conduct research with you in your capacity as a novice teacher. The title of my study is: **Novice teachers and teacher leadership: A case study of one secondary school in the KwaDukuza Region.**

My study will focus on teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard, I have chosen you because I believe that you have the potential and can provide valuable insight in extending the boundaries of our knowledge on this concept. The purpose of this study is to examine the experiences of novice teachers with regard to teacher leadership. It seeks to explore the importance of teacher leadership for novice teachers, and to determine how teacher leadership is enacted by novice teachers.

The study will make use of semi-structured interviews and focus group interviews. Semi-structured interviews will be conducted with senior teachers. Focus group interviews shall be held with five novice teachers. Participants will be interviewed for approximately 30-45 minutes and each interview will be voice recorded.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research project.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

The interview shall be voice recorded to assist e in concentrating on the actual interview.

You may contact my supervisor or myself should you have any queries or questions you would like answered. My contact number is 083 713 8205/0325511904

Supervisor's details:
Dr Inba Naicker
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Cell no. 082 377 5253 Edgewood Tel No. 031 – 260 3461

Your anticipated positive response in this regard is highly appreciated.
Thanking you in advance
Yours sincerely

_____
S. Somdut (Miss)

APPENDIX F

Informed Permission Consent Form

Researcher's contact details:

Name: Shahina Somdut
Address: P.O. Box 2354
      Stanger
      4450
Contact Number: 083 713 8205 © 032 – 551 1904 (H)
Student Number: 206 505 454
University of KwaZulu-Natal
Edgewood Campus

Supervisor's details:

Dr Inba Naicker
Faculty of Education
School of Education and Development
University of KwaZulu-Natal
Cell no. 082 377 5253 Edgewood Tel No. 031 – 260 3461

I, (*Please print your full name clearly*) _____hereby confirm that I have been informed about the nature, purpose and procedures for the study: **Novice teachers and teacher leadership: A case study of one secondary school in the KwaDukuza Region.**
I have also received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study.
I understand that I am at liberty to withdraw from the research project at any time should I so desire.

Signature of Participant: _____ Date: _____
Signature of Researcher: _____ Date: _____

APPENDIX G

Government gazette, 15 July 2011: Basic Competences of a Beginner Teacher

The following are the minimum set of competences required of newly qualified teachers:

1. Newly qualified teachers must have a sound subject knowledge.

2. Newly qualified teachers must know how to teach their subject(s) and how to select, determine the sequence and pace content in accordance with both subject and learner needs.

3. Newly qualified teachers must know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly.

4. Newly qualified teachers must know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning.

5. Newly qualified teachers must have highly developed literacy, numeracy and Information Technology (IT) skills.

6. Newly qualified teachers must be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.

7. Newly qualified teachers must understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.

8. Newly qualified teachers must be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.

9. Newly qualified teachers must be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning.

10. Newly qualified teachers must have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession.

11. Newly qualified teachers must be able to reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues on their own practice in order to constantly improve it and adapt it to evolving circumstances.

APPENDIX H

Semi Structured Interview Schedule – Principal

1. Do you think it is important for novice teachers to take on leadership roles? Explain.

2. How do you encourage novice teachers to:
   2.1 Be leaders within the classroom?
   2.2 Be leaders among colleagues?
   2.3 Be leaders within the school?
   2.4 Be leaders within the community?

3. How do you involve novice teachers in decision-making within the school?

4. From your experiences, what has been some of the obstacles to novice teachers taking on leadership roles?

<u>Semi Structured Interview Schedule – Experienced Teacher</u>

1. Do you think it is important for novice teachers to take on leadership roles? Explain.

2. From your observation, how are novice teachers encouraged to:
   2.1 Be leaders within the classroom?
   2.2 Be leaders among colleagues?
   2.3 Be leaders within the school?
   2.4 Be leaders within the community?

3. How are novice teachers involved in decision-making within the school?

4. From your experiences, what has been some of the obstacles to novice teachers taking on leadership roles?

<u>**Focus group interview – Novice teacher**</u>
1. <u>**Introduction**</u>

    1.1 Why do you think it is important for novice teachers to be leaders? Explain.

2. <u>**Leading within the classroom**</u>

    2.1 Are you a leader within your classroom? Explain.

    2.2 How has the school management team assisted you in developing you as a classroom leader?

3. <u>**Working with colleagues**</u>

    3.1 Do your colleagues on the staff allow you to take on leadership roles within your department? Explain.

    3.2 To what extent have you contributed new ideas and innovations in terms of teaching and learning within your department?

4. <u>**Whole school development**</u>

    4.1 Do members of the SMT encourage you to take on leadership roles in the school? Tell me how they do it? Give examples.

    4.2 What role does the principal play in allowing you to be part of the decision-making processes in the school?

5. <u>**Leading in the community**</u>

    5.1 Do you take on leadership roles within your community? Eg. Teacher unions. Explain.

    5.2 How does the school/SMT equip you with the skills to be an educational leader in your community?

6. <u>**General**</u>

    6.1 What obstacles do you experience in taking on leadership roles within the school?

    6.2 What recommendations can you suggest to improve the practice of novice teachers taking on leadership roles?