# PATTERNS OF DISTRIBUTED LEADERSHIP:
# A CASE STUDY OF THREE PRIMARY SCHOOLS IN KWAZULU-NATAL

**by**

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**Submitted in partial fulfilment of the Master of Education (MEd) Degree in the discipline, Educational Leadership, Management and Policy, School of Education, College of Humanities, University of KwaZulu-Natal.**

**SUPERVISOR: Dr Inba Naicker**

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Protocol reference number: HSS/0695/013M
Project title: Patterns of distributed leadership: A case study of three primary schools in KwaZulu-Natal

Dear Mrs Pillay,

**Expedited Approval**

I wish to inform you that your application has been granted Full Approval.

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 discipline/department for a period of 5 years.

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

Yours faithfully

.................................................
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/ms

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cc School Administrator: Mr Thoba Mthembu

**SUPERVISOR'S STATEMENT**

**This dissertation has been submitted with/ without my approval.**

_____
**Dr Inbanathan Naicker**

**DECEMBER 2013**

# DECLARATION

I, Poomani Pillay, declare that:

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

(ii)   This dissertation has not been submitted for any degree or examination at any other university.

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Signed: _____

Poomani Pillay
Student No. 212558685

# DEDICATION

I dedicate this study to:

My amazing daughters, Santhana and Kirthana Pillay who are my inspiration. Your love and motivation have enabled me to achieve this goal. For all this and more, I thank you. Every day spent with you is a blessing,  that I treasure.

My husband, Ben whose love, support, encouragement, and unwavering belief in me, made it possible for me to bring this work to fruition.

My mum, Mrs Selvarani Sami, who has worked tremendously hard throughout her life to ensure that her children gained a good education.

My late dad, Mr Lutchman Sami, who instilled the values of education and pride, in my sister Sandra, my brother Sadha and I, at a very young age.

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- My family and close friends for their motivation and support.

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# ABSTRACT

This study sought to examine the patterns of distributed leadership, to explore the factors which contribute to the shaping of particular patterns of distributed leadership and to elicit the ways in which particular patterns of distributed leadership influences teacher leadership, in the South African context. For the purpose of this study, distributed leadership was viewed as a system of leadership which is dispersed among positional and informal leaders. It draws on Gunter's (2005) typology of distributed leadership and Grant's (2008) zones and roles model of teacher leadership. It is located within the interpretive paradigm and is qualitative in approach. A multi-site case study research design was employed. Data was generated using focus-group and semi-structured interviews. Three schools in the province of KwaZulu-Natal were purposively selected; a quintile two, a quintile three and a quintile five school. Principals, heads of department and level one teachers, served as participants. The findings of the research revealed that principals of the three schools believe that teachers have the potential to lead and that it is their responsibility to distribute leadership in schools and provide opportunities for the enactment of distributed leadership. The study also revealed that some teachers are willing to initiate new ideas and take on additional responsibilities whereas others were content to play a supportive role. It was revealed that all schools promoted the use of teams, giving teachers who have no formal leadership positions, the opportunities to lead. The constitution of teams differed between authorised, democratic and dispersed distributed leadership as posited by Gunter (2005). The study also revealed that the following factors enhance the enactment of distributed leadership: for example a favourable school culture and climate, an integrated organisational structure and adequate time for leadership activities. The many benefits of distributed leadership on teacher leadership were revealed, such as empowerment, development of knowledge and skills, confidence-building and enhanced collegiality. The study also revealed that the principal shared decision-making extensively with the school management team but shared decision-making with the level one teachers was very limited. Some of the recommendations that emerged from the findings include, principals should try to flatten hierarchical structures and teachers should be given time to take on leadership duties. Teachers must be given opportunities to participate in decision-making. In-service training on leadership development should be conducted by the Department of Education (DOE) to prepare teachers to take on leadership roles.

# ACRONYMS

| | |
|---|---|
| **ACE** | Advanced Certificate in Education |
| **CAPS** | Curriculum Assessment and Policy Statements |
| **DOE** | Department of Education |
| **HOD** | Head of Department |
| **IQMS** | Integrated Quality Management System |
| **NAHT** | National Association of Head Teachers |
| **NCSL** | National College of School Leadership |
| **PPA** | Planning, Preparation and Assessment |
| **SAFA** | South African Football Association |
| **SGB** | School Governing Body |
| **SMT** | School Management Team |
| **UK** | United Kingdom |
| **UNISA** | University of South Africa |
| **USA** | United States of America |

## 1.1 INTRODUCTION

Prior to democracy in South Africa, schools were led in a hierarchical manner where leadership was vested in the principals and schools functioned within bureaucratic organisational structures (Khumalo & Grant, 2008). Leadership was thus enacted in a controlled and discriminatory way. Since the onset of democracy, however, there have been major changes in the South African Constitution and education legislation which have made provision for the democratic functioning of schools. These democratic principles have been reflected in the following legislation and policy documents: *South African Schools Act 84 of 1996, National Education Policy Act of 1996; Policy on the Minimum Requirements for Teacher Education Qualifications* (2011); and the *Employment of Educators Act 76 of 1998*.

Democracy in terms of leadership would thus mean that schools need to function in a democratic way; therefore school leadership should be enacted in a distributed way. Underpinning the legislation promulgation in education in the democratic era, is the idea that teachers will take on more leadership roles, thus ensuring that the power-relations are flattened. The advent of the single National Department of Education, promoted "a shift from centralized control to collaborative decision-making of the schooling system in South Africa" (Khumalo & Grant, 2008, p. 2).

The enactment of leadership in a distributed manner implies that leadership should not be located only with the school management team (SMT) but should transcend over the different levels within the school. According to Spillane and Diamond (2007, p. 7), "a distributed view of leadership shifts the focus from school principals and other formal and informal leaders to a web of leaders." According to Gunter (2005), the literature available on teacher leadership within a democratic, distributed framing, suggest that it can be used as a strategy to democratise schools. The phenomenon of distributed leadership shows great association with democratic ideals and can be understood as being "stretched" over many people across schools. Teacher leadership

should thus not be limited to the traditional classroom leadership roles of teachers but should also extend to leadership beyond the classroom.

In this chapter, I shall present a general background and orientation to this study by expounding the rationale, motivation and significance. The aims and objectives and the critical questions underpinning this study are elucidated. This is followed by a clarification of the key terminology used in the study and an outline of the research design and methodology. I also present a clear outline of all the chapters in this study.

## 1.2 RATIONALE AND MOTIVATION FOR THE STUDY

According to Vithal and Jansen (2006), a rationale serves as a statement of how the researcher came to develop an interest in the proposed topic and why the researcher believes that the research is worth researching. As a teacher with 23 years of experience in a primary school, inclusive of being a Head of Department (HOD) for the past seven years and now as a deputy principal, I have taught in both, the apartheid and post-apartheid era. I have worked in schools where leadership was enacted in an autocratic, bureaucratic and hierarchical manner as well as in a school where leadership was enacted in a more democratic way.

From my experience, I have found that many South African schools still do not practice leadership in a democratic way as espoused by laws and policies. Hence there is a need for exploration in this area. Although there are huge demands placed on school principals and members of the SMT, I have found that teacher leadership seems to flourish in the classroom and in extra-mural activities within schools, with very minimal participation in decision-making, if any. This indicates that distributed leadership is not particularly enacted as legislation stipulates.

From my professional experience as a leader and manager, I am interested in uncovering teachers' perceptions of the patterns of leadership within their schools. I am keen to find out whether leadership in South African schools, after 19 years of democracy, is enacted in a devolved and diffused pattern as per policy. Being an individual who advocates democratic values, I believe that the ideals of democracy should permeate the South African schooling system; I would therefore like to explore the patterns of distributed leadership in schools.

## 1.3 SIGNIFICANCE OF THE STUDY

Although education legislation makes provision for a more democratic, participative and collaborative practice of leadership in schools, the limited studies available in the South African context do not fully explore the patterns of distributed leadership. Moreover, not much has been explained in terms of leadership patterns in schools. This study may therefore increase the knowledge base available. Harris (2000) contends that not much is known about which types of leadership practice bring about meaningful change and development in organisations despite a plethora of leadership research in the field. She states that the possible reason for "such gaps in knowledge can be explained by the preoccupation in the field with the styles, characteristics and traits of individual leaders" (Harris, 2006, p. 15).

It may provide SMT's with evidence based on the data, indicating the different patterns of distributed leadership. Being equipped with this knowledge will enable the SMT's to make informed decisions as to the pattern of distributed leadership they may want to implement. Empirical studies on the enactment of distributed leadership in different contexts may also enable the Department of Education (DOE) to devise and implement suitable measures of support for the successful implementation of distributed leadership in schools. This study will also add to the growing body of literature on teacher leadership in general and on distributed leadership in particular.

## 1.4 AIMS AND OBJECTIVES

The aim of the study is to explore the patterns of distributed leadership in three primary schools in KwaZulu-Natal. This study seeks to accomplish the following objectives:

- To examine the patterns of distributed leadership practice.
- To explore the factors which contribute to the shaping of particular patterns of distributed leadership.
- To elicit the ways in which particular patterns of distributed leadership influences teacher leadership.

## 1.5 KEY RESEARCH QUESTIONS

Collectively, this study seeks to answer the following questions:

- What are the patterns of distributed leadership practiced in schools?
- What factors contribute to the shaping of particular patterns of distributed leadership?
- How do the patterns of distributed leadership influence the enactment of teacher leadership?

## 1.6 DEFINITION OF KEY TERMS

To ensure a uniform understanding of concepts and terms in this study, the following key terms will be defined: Leadership, Distributed Leadership and Teacher Leadership.

### 1.6.1  LEADERSHIP

Ogawa and Bossert (1995, pp. 225-226), define leadership as an organisational quality of influence which may be exercised by anyone in the organisation.  They state that "It is something that flows throughout an organisation, spanning levels and flowing both up and down hierarchies." According to Gunter (2002, p. 8), "Leadership in educational studies can be seen as the process and product by which powerful groups are able to control and sustain their interests." She goes on to explain that when power structures are related to knowledge production, it can assist in explaining features such as the "endurance of hierarchy in schools" which implies that leadership in schools could have been "reworked and developed over time to sustain political and economic interests."

Bush and Glover (2003, p. 10) articulate their definition of school leadership as "a process of influence leading to the achievement of desired purposes. It involves inspiring and supporting others towards the achievement of a vision for the school which is based on clear personal and professional values." Building on this definition, Davies (2005) contends that leadership is about direction-setting and inspiring others to make the journey to a new and improved state for the school. He explains that leadership is often distinguished from management, as management is concerned with efficiently operating in the current set of circumstances and planning in the shorter term for the school. Harris and Muijs (2005) define leadership as providing vision,

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direction and support towards a different and preferred state. Davies (2005, p. 2) sums up his definition of leadership by stating "It is clear that in almost all definitions of leadership that the concept of future direction and moving the organization forward predominates."

For the purpose of my study, I have elected to use a combination of the above definitions as I view leadership as a process of direction-setting and inspiring others by anyone in an organisation to achieve organisational goals, bearing in mind that these positions have inherent influences of power. Many researchers contend that leadership and management are closely related functions with overlapping roles (Kouzes & Posner, 1997; Morrison, 1998; Davidoff & Lazarus, 1999). It must therefore be noted that 'leadership' cannot be understood without referring to its sister term 'management.' In this study, when referring to leadership, the discourse of management will also apply as it is subsumed in leadership.

### 1.6.2   DISTRIBUTED LEADERSHIP

Gronn (2000, p. 324) conceptualises distributed leadership as "an emergent property of a group or network of individuals in which group members pool their expertise." Spillane, Halverson and Diamond (2001) contend that distributed leadership is an extension of transformational leadership as it has the innate ability to empower others but changes the focus to how leadership is practiced. Harris (2005) defines distributed leadership as an emergent property which occurs when groups or individuals interact. She explains it, as a dynamic that occurs when people work together.

Harris and Spillane, (2008) contend that a distributed perspective on leadership recognises the work of all teachers who contribute to leadership practice, whether or not they are formally designated as leaders. According to Gorton and Alston (2009, p. 16), "distributed leadership centres around a different model within the school where the distinctions between followers and leaders tend to blur. It incorporates the activities and efforts of multiple groups in a school who work at guiding staff in the instructional change process."

For the purposes of this study, the meaning I will be assigning to distributed leadership is a combination of all of the above definitions, together with Davies'

(2005) definition of leadership. Distributed Leadership practice will be viewed as a system of leadership which is dispersed among both positional and informal leaders where leadership is about direction-setting and inspiring others to make the journey to a new and improved state for the school.

### 1.6.3   TEACHER LEADERSHIP

According to Childs-Bowen, Moller and Scrivner (2000), teacher leaders are individuals who are able to function efficiently in professional learning communities, contribute to school improvement, inspire excellence in practice, and empower stakeholders to participate in educational improvement.

Crowther, Kaagan, Ferguson, and Hann, (2002), state that teacher leadership facilitates action towards fostering whole-school success. They posit that teacher leaders transform teaching and learning and tie the school and community together, and improve the community's quality of life. Harris and Lambert, (2003) describe teacher leadership as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead. They further contend that central to teacher leadership is a "focus on improving learning and is a model of leadership premised on the principles of professional collaboration, development and growth" (Harris & Lambert, 2003, p. 43). For the purpose of my study, I have elected to make use of the succinct definition of Harris and Lambert (2003).

### 1.7 REVIEW OF LITERATURE

The purpose of the review of literature in my study is to present a synthesised summary of recent research that is significant to the topic of distributed 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 University of KwaZulu-Natal's library. This review of literature set the stage on which to base my study and provided a platform on which to expand on the existing knowledge.

## 1.8 RESEARCH DESIGN AND METHODOLOGY

According to Cohen, Manion and Morrison (2007, p. 22) "the central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience," hence I have explored the patterns of distributed leadership in schools, within the interpretive paradigm. I have employed the qualitative approach of inquiry as my research studies and analyses were based on the experiences of the individual participants in the school, namely the teachers and the members of the school management team. I have used the Case Study Methodology of conducting my research. Simons (cited in Thomas, 2011) explains that case studies are inclusive of different methods and their primary purpose is to generate an in-depth understanding of a specific topic, as in my research study of the patterns of distributed leadership in three primary schools. I have used purposive sampling in my selection of 3 primary schools in KwaZulu-Natal. One school from Quintile 2, one school from Quintile 3 and one school from Quintile 5 were selected. Choosing schools from the different quintiles gave me an opportunity to explore the patterns of distributed leadership across a diverse spectrum of schools.

The research participants from each school were level one teachers and members of the SMT, as this enabled me to ascertain the perceptions of formal leaders and informal leaders in terms of the patterns of distributed leadership in their school. Given that this is a study of limited scope, only two methods of data production were used and these were semi-structured interviews and focus group interviews. All the interviews were digitally voice recorded and the recordings were transcribed for data analysis. Each transcript was subjected to qualitative analysis. The study is delimited in terms of geographical boundaries as I have elected to research the topic only in three primary schools in KwaZulu-Natal.

## 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 taking a brief look at the legislation related to distributed leadership. The motivation and rationale for this study and the significance of pursuing this study are presented. The aims and objectives and the key research

questions that inform this study are listed. This is followed by the definitions of key terms used in this study. A brief outline of the methodology and chapter outline brings the chapter to a close.

**Chapter Two** commenced with the exposition of the theoretical framework that underpinned this study, namely, Gunter's (2005) Distributed Leadership Theory and Grant's (2006) Teacher Leadership Model. Thereafter, I provided a review of the international and national academic literature, in the field of educational leadership and management, with the focus remaining specifically on distributed leadership. The review adopted a thematic approach to discuss the issues associated with distributed leadership i.e. Shared, collaborative and collegial leadership; Emergent distributed leadership; Restricted leadership; Factors that influenced the patterns of distributed leadership; Factors that create barriers to distributed leadership and Forms of enactment of leadership.

**Chapter Three** focuses on the research design and methodology of the study. It commences with the delineation of the research paradigm underpinning this study. This is followed by a description of the methodological approach of the study. The methods of data production, sampling and data analysis techniques are thereafter discussed. A statement of the delimitations of the study will follow this. The chapter is concluded with a discussion of issues on trustworthiness.

**Chapter Four** presents the analysis of the data that was generated. This chapter also divides participants' responses from the generation of data into different themes in order to answer each key research question.

**Chapter Five** brings the dissertation to an end by providing a summary of the study. Conclusions are elucidated based on the findings that emanated from the data generated. The significant recommendations arising from the findings are thereafter articulated.

## 1.10   CHAPTER SUMMARY

This chapter has provided a general background and orientation of the study. It has highlighted the purpose and rationale for choosing distributed leadership as a phenomenon to be explored. The significance of the study was thereafter discussed. The aims and objectives, the critical research questions, the discussion of key terminology and the outline of the research design and methodology provide a clear depiction of the impending study. The chapter was then concluded with an overview of the chapters that comprise this study.

In the next chapter, the theoretical frameworks underpinning this study and a review of the related literature are presented.

THEORETICAL FRAMEWORKS AND REVIEW OF LITERATURE

## 2.1 INTRODUCTION

The previous chapter outlined the background and introduction to this study. This chapter focuses on the theoretical frameworks underpinning this study and on the literature reviewed with regard to the key research questions formulated in chapter one. The questions are as follows:

- What are the patterns of distributed leadership practiced at schools?
- What factors contribute to the shaping of particular patterns of distributed leadership?
- How do the patterns of distributed leadership influence the enactment of teacher leadership?

A review of the related international and national literature is thereafter presented. The review adopts a thematic approach to discuss the issues associated with distributed leadership. These themes include shared distributed leadership types, collaborative and collegial leadership, emergent and restricted forms of leadership, factors that enhance the enactment of distributed leadership and forms of enactment of distributed leadership.

## 2.2 THEORETICAL FRAMEWORKS

Henning, van Rensburg and Smit (2004) posits that a theoretical framework positions one's research in a discipline or subject in which the researcher is working. The discipline in which my study is located is educational leadership, management and policy. The theoretical frameworks that underpin my study will therefore be closely linked to this discipline. Based on my topic, 'Patterns of Distributed Leadership,' I sought a theory that underpins how leadership is enacted in different contexts. I therefore make use of Gunter's (2005) theory of distributed leadership as it alludes to the patterns of distributed leadership in schools. Further to this, I needed to use a theory of teacher leadership that categorises and expounds the phenomenon of teacher leadership. I therefore use Grant's (2008) 'Zones and Roles Model' of teacher leadership. An attempt is made to discuss the view that teacher leadership is closely

linked to distributed leadership. This chapter therefore commences with the exposition of the two theoretical frameworks that underpin this study, namely, Gunter's (2005) Distributed Leadership Theory and Grant's (2006) Teacher Leadership Theory.

### 2.2.1   DISTRIBUTED LEADERSHIP

There are several definitions of distributed leadership posited by many researchers. Harris (2004, p. 14) defines distributed leadership as "a form of collective leadership in which teachers develop expertise by working together." Similarly Mayrowetz (2008, p. 431) contends that by having several people involved in leadership, will result in "collective capacity building." According to Gorton and Alston (2006, p. 16), "distributed leadership centres around a different model within the school where the distinctions between followers and leaders tend to blur. Harris and Muijs (2005, p. 28) explain succinctly that "Distributed leadership concentrates on engaging expertise where it exists in the organisation rather than seeking this only through formal position or role." Similarly, Ntuzela (2008) also posits that leadership should be shared among teachers irrespective of whether they hold formal positions or not.

Harris (2006) indicates that little is known about which types of leadership practice bring about meaningful change and development in organisations despite a plethora of research in this field. Spillane, Halverson and Diamond (2004, p. 4) indicate that traditional research on education leadership has been premised on a singular view of leadership and has focused on the difference principals make to schools and in so doing has reinforced the assumption that "school leadership is synonymous with the principal." Spillane  (2005, p. 15), however, contends that more recent theories work from the premise that leadership need not be located only in the principal of a school but should be "stretched over multiple leaders." This view promotes the idea that shifts distributed leadership from the premise of individual leaders to the premise of many leaders. According to Spillane and Diamond (2007, p. 7) "the distributed view of leadership shifts the focus from school principals and other formal leaders to the web of leaders, followers and their situations that gives form to leadership practice."

I shall thus commence by discussing the theory of Distributed Leadership as expounded by Gunter (2005) and thereafter the theory of Teacher Leadership as proposed by Grant (2006). My study is based on the patterns of distributed leadership

therefore it stands to reason that the theory of distributed leadership was the distinct choice to frame my study. A study of distributed leadership will be incomplete without gaining an understanding of teacher leadership. After having studied several theories on distributed leadership as well as teacher leadership, I found Gunter's (2005) theory of distributed leadership and Grant's (2008) zones and roles model of teacher leadership to be most suitable to my study. The rationale behind my decision will become evident as the discussions on the frameworks unfold.

### 2.2.2   GUNTER'S THEORY OF DISTRIBUTED LEADERSHIP (2005)

Gunter's (2005) model of distributed leadership theorises leadership as being dependent on power sources and interactions. Gunter (2005) identifies the following characterisations of distributed leadership.

*AUTHORISED*: where through delegation and empowerment, formal overall leaders seek to develop others into organisational roles of leadership or "push work down the line" (Gunter, 2005, p. 52) as a means of addressing intensification of work.

*DISPERSED*: where leadership activity takes place "without the formal working of a hierarchy" (Gunter, p. 52) through the pursuit of individual interests or consensus building around shared beliefs in a community.

*DEMOCRATIC*: where the emphasis goes beyond the school as a public institution in a wider democratic setting. Dissent, ethics and leadership for the common and public good provide a means to shift one's gaze "beyond the instrumentality of organisational goals" (Gunter, p. 56).

Gunter's (2005) category of authorised distributed leadership operates within a hierarchical organisation system where the head distributes work to others which is a form of delegated leadership.

This type of authorised distributed leadership is regarded as legitimate as it is delegated by a person in a position of authority and it affords some status to the person who takes on the tasks. In this type of leadership, hierarchical organisational structures are in place and the position of power firmly lies with the person delegating, who in most cases are the school principals who have positional authority. Woods (2004, p. 6) describes this type of leadership as "delegated leadership" and

indicates that this is evident where there are "teams, informal work groups, committees, and so on, operating, within a hierarchical organisation."

As opposed to authorised distributed leadership, Gunter's 'Dispersed Leadership' does not lie firmly within the hierarchical structures of the organisation. It takes place "without the formal working of a hierarchy" but through the pursuit of individual interests or consensus building around shared beliefs in a community (Gunter, 2005, p. 52). She asserts that dispersed distributed leadership is more autonomous, bottom up and emergent and occurs "through networks in which the private interests of the individual are promoted through group and/or collective actions..." Gunter (2005, p. 54). She explains further that, "while formal structures exist with role incumbents and job description, the reality of practice means that people may work together in ways that work best" (Gunter, 2005, p. 54).

From the above discussion, it is evident that dispersed leadership is more collaborative in effect and the redefining of roles from strictly authoritative to more emergent leadership, indicates a shift from formal leaders. Grant (2008) summarises her discussion on dispersed distributed leadership by stating that through the sharing of leadership tasks more widely and redefining roles, there is a shift in the power relations in the school, in the achievement of organisational goals and values. Gunter (2005) indicates that democratic distributed leadership is similar to dispersed distributed leadership in that both have the potential for concertive action. Woods (2004) also concurs that they are similar in that both have an emergent character where initiative is taken but differ in that democratic distributed leadership engages critically with organisational values and goals.

According to Gunter (2005) the categories of authorised and dispersed distributed leadership provide frames through which practice can be described and underlying assumptions about power can be revealed. Hatcher (2005) as cited in Youngs (2008) posits that the democratic category is separated because any critique of power needs to engage with what is the purpose behind the power, there is an emancipatory aspect to it that goes beyond just revealing and describing.

Now that the theory of Distributed Leadership has been clarified, I shall proceed with an exposition of the theory of Teacher Leadership.

## 2.3 TEACHER LEADERSHIP

Harris and Lambert (2003) describe teacher leadership as a model of leadership in which teaching staff at various levels within the school have the opportunity to engage in leadership activity. They indicate that teacher leadership has a core focus on "improving learning and is a model of leadership premised on the principles of professional collaboration, development and growth" (Harris & Lambert, 2003, p. 43). Teacher leadership is described by Crowther, *et al.,* (2002, p. 10) as "manifesting in new forms of understanding and practice that contribute to school success and to the quality of life of the community in the long term." This view is aligned with Grant's (2008, p. 4) description of teacher leadership in the South African context as, "a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal and formal leadership roles both in and beyond the classroom. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust." Much of the literature on teacher leadership emphasises that teacher leaders are expert teachers (Ash & Persall, 2000, Katzenmeyer & Moller, 2001). The following is a discussion of Grant's 2006 theory of teacher leadership.

## 2.3.1 GRANT'S MODEL OF TEACHER LEADERSHIP (2006)

Grant (2006) argues that South African schools have not yet embraced the notion of teacher leadership as envisaged in the *Norms and Standards of Educators* (Republic of South Africa, 2000) which requires teachers to take on seven roles, amongst them that of a **leader, manager and administrator** which were previously deemed to be roles of formally appointed individuals. Specific to this South African context, Grant (2006) presents a model of teacher leadership where teacher leadership is categorised into four zones. This 'Zones and Roles Model' of teacher leadership as devised by Grant is presented in the form of a Table, below.

**TEACHER LEADERSHIP**

| First Level of analysis: FOUR ZONES | Second Level of analysis: SIX ROLES |
|---|---|
| **One** In the classroom | **One** Continuing to teach and improve one's own teaching. |
| **Two** Working with other teachers and learners' outside the classroom in curricular and extra-curricular activities. | **Two** Providing curriculum development knowledge. **Three** Leading in-service education and assisting other teachers. **Four** Participating in performance evaluation of teachers. |
| **Three** Outside the classroom in whole school development. | **Five** Organising and leading peer reviews of school practice. **Six** Participating in school level decision-making. |
| **Four** Between neighbouring schools in the community. | **Two** Providing curriculum development knowledge. **Three** Leading in-service education and assisting other teachers. |

*Figure 1*:  Model of Teacher Leadership. (Grant, 2008, p. 93)

Within these zones, teachers can lead in the classroom, work with other teachers in curricular and extra-curricular activities lead in school-wide issues and in whole school development and finally lead beyond the school into the community.

The first zone sees teachers as leaders in the classroom, leading the teaching and learning process. The second zone describes teachers as leaders beyond the classroom where they are involved in developing other teachers and learners in terms of curricular and extra-curricular activities. In this zone teacher leaders would engage in assisting other teachers in the development of the curriculum, mentoring or in peer performance evaluation.

Grant's (2006) Zone 2 relates to collaborative leadership roles. Harris and Lambert (2003) also assert that collaboration is central to the phenomenon of teacher leadership. In this zone teachers can also act in an advisory capacity, helping other teachers to plan instruction, to try out new practices and to become more familiar and comfortable with changes brought about by school improvement plans (Day & Harris, 2002). Harris (2002) describes teacher leadership in a similar manner where she sees it as focusing on participative leadership where teacher leaders assist other teachers to work towards achieving collective goals.

In Zone 3, teacher leaders extend themselves beyond the classroom and lead in a broader perspective where they work with colleagues to generate whole school improvements as indicated by Grant (2006, p. 520) who sees that teachers are "becoming more involved with whole school development issues, such as vision building and policy development." Muijs and Harris (2003) posit that involvement in decision-making is a key indicator of the strength of teacher leadership.

In Zone 4, teacher leaders extend themselves beyond the school and lead in the community. Moonsamy (2010, p. 25) explains that examples of "teacher leadership that would illuminate this zone include teachers as cluster leaders networking with other teachers across schools in the community " and would also include "teachers holding positions on School Governing Bodies as well as holding executive roles in teacher union bodies." According to Grant, Gardner, Kajee, Moodley & Samaroo (2010) roles in the fourth zone are associated with enhancing curriculum development and leading in-service training in schools outside their own.

## 2.4 REVIEW OF RELATED LITERATURE

Bell (1999, p. 93) states that the aim of the literature review is to provide the reader with a picture of the state of knowledge and of major questions in the subject area being investigated. I attempt to review the recent studies conducted in the field of distributed leadership practice and in so doing gain a greater understanding of the available knowledge on the topic. This review will be driven by the three research questions that underpin this study as stated in the introduction to this chapter. The research of the following authors will be focused upon to elucidate the phenomenon of distributed leadership: Grant *et al.,* (2010), Gunter (2005), Harris and Spillane (2008), Muijs and Harris (2007), Harris (2006), Spillane (2005) and Youngs (2008) and Moyo (2010). The review will refer to many more researchers who contributed to the knowledge base of distributed leadership.

In a study in the United Kingdom (UK), Moyo (2010) found that head teachers, middle leaders and teachers perceive distributed leadership to be about sharing responsibilities across the school, working in teams, being accountable, empowering others, participating in decision-making and making staff develop a sense of ownership. He found that the head teachers' perceptions of distributed leadership are broader and wider in scope as compared to the middle leaders and teachers who focus mainly on sharing responsibilities.

Youngs (2008) contends that the theorising and understanding of leadership in education is being challenged by a reformation that shifts the focus from leadership, as it is traditionally understood to a distributed and emergent property. His paper was informed by several studies of distributed forms of leadership practice from around the world. In this paper he argues that whether leaders decide to stand back or lead, distributed and emergent forms of leadership as well as innovation and learning will emerge if open and transparent dialogue is intentionally present. I concur with Omar (2009) when he states that the study of leadership should take into account the varied social, cultural and political contexts.

According to Harris (2005, p. 169) "distributed leadership provides exciting possibilities for the schools. It promotes the development of collegial norms amongst teachers which contribute to school effectiveness." By allowing teachers to work as a

collective it provides them with a legitimate source of authority. It challenges existing assumptions about the nature of leadership, the context within which it occurs and the relationship between power, authority and influence (Williams, 2011).

Omar (2009) contends that distributed leadership focuses on how leadership practice is distributed among both positional and informal leaders. Spillane & Healy, (2010) also assert that a distributed perspective allows individuals without any formal leadership designation to take responsibility for the work of leading and managing schools. The findings by Hulpia, Devos and Rosseel (as cited in Govender, 2011) explain that in distributed leadership, various leadership roles and functions are distributed to several leaders because heads of schools (especially in large schools where the volume of work is demanding) can no longer develop and provide leadership through daily interactions with all school members.

### 2.4.1 SHARED DISTRIBUTED LEADERSHIP

The policy of shared leadership is enshrined in the *South African Schools Act, 84 of 1996* where leadership is distributed at various levels at schools. Oduro (2004) asserts that shared leadership can be understood when leadership is explored as a social process and describes it as something that arises out of social relationships not simply what leaders do. He explains further that it does not dwell on an individual's competencies but lies in collective action within groups. He states that shared leadership is built around trust, openness, respect and appreciation. He states "leadership is not the monopoly of any one person, a message that is central to the notion of distributed leadership" (Oduro, 2004, p. 5).

The category of dispersed leadership as outlined by Gunter (2005, p. 52) occurs when leadership activity takes place "without the formal working of a hierarchy" through the pursuit of individual interests or consensus building around shared beliefs in the community. Grant and Singh (2009) in their South African studies have found that the hierarchical structures that still exist in our schools, delays the development of teacher leadership. The study conducted by Grant *et al.*, (2010) revealed that the SMT's are the main barriers to teacher leadership because of their lack of trust in teachers as they did not involve teachers in decision-making. According to the Hay Group's continuum, the aspect of 'Facilitate' occurs when staff at all levels are able to initiate

and champion ideas (Youngs, 2008). While conducting the focus group interviews with the teachers I tried to discover how the SMT shares the responsibility of leadership with the teachers and I also attempted to find out whether the teachers take on roles of leadership voluntarily within the school (See Appendix D, pp. 92-97).

### 2.4.2    COLLABORATIVE AND COLLEGIAL LEADERSHIP

Wood and Gray (1991, p. 146) define collaboration as occurring "when a group of autonomous stakeholders of a problem domain engage in an interactive process, using shared rules, norms and structures, to act or decide on issues related to that domain". In his attempt to clarify the concept of collaboration, Moyo (2010, p. 45) explains that there are three elements to collaboration, namely, "jointly developing and agreeing on a set of common goals, sharing responsibility for obtaining those goals and working together to achieve those goals using the expertise and resources of each collaborator." Spillane (2006) and Harris (2004) contend that collaboration enhances teacher participation in decision-making.

Muijs and Harris (2003) posit that collegiality plays a key role in the development of teacher leadership. Sergiovanni (2007) asserts that collaboration goes hand in hand with collegiality because they are both powerful and practical school improvement strategies. Collegiality requires a high degree of collaboration among educators and is characterised by the elements of mutual respect, shared work values, co-operation and specific conversation about teaching and learning.  He indicates that both these, collegiality and collaboration thrive in an atmosphere of distributed leadership. The evidence from the findings of the UK study conducted by Moyo (2010) indicates that teamwork and collaboration are important elements that contribute to the successful implementation of distributed leadership in schools. Evidence from his study illustrate that by teachers working collaboratively, they gain a sense of belonging to their smaller teams and to the whole school team. According to Moyo (2010) collegiality implies that all staff in the school work together as colleagues and treat each other equally and fairly regardless of their role and position.

Mpungose (2010) asserts that competent or expert educators should be used as leaders in staff or professional development teams. He went on to explain that the distributed leadership approach will bring about co-operation among staff members because they

are all seen as experts in their own right and are uniquely important sources of knowledge, experience and wisdom. The theme of expertise seems to recur in many of the studies. Harris and Spillane (2008) also indicate that in the increasingly complex world of education, the work of leadership requires diverse types of expertise and forms of leadership that are flexible enough to meet the changing challenges and new demands.

Singh (2007) concluded in her South African study that collegiality and collaboration were merely contrived as the large degree of participation, inclusivity and shared decision-making were controlled by the SMT. Ntuzela (2008) states that if the SMT operates in isolation and that the school culture is not collegial, then teacher leadership is automatically impeded. Khumalo and Grant's (2008) quantitative study revealed that although fifty percent of the teachers recognised the existence of a collaborative culture in schools, many of the important school-wide decision-making was undertaken by the SMT. In my research study I endeavour to investigate these aspects of collaboration and collegiality, as these are key elements of distributed leadership. This would gave me a broad understanding of the state of collaborative leadership in schools today. The research study that I embarked on is a qualitative one therefore I could not ascertain whether there has been an increase or a decline in collaborative leadership from the fifty percent level as concluded in Khumalo and Grant's (2008) study.

Moyo's (2010) study concludes that teamwork is essential for distributed leadership to work effectively because teachers become involved, empowered and work collaboratively. This is in line with the views of Hall (2001), Muijs and Harris (2007) and Wallace (2001).

### 2.4.3   EMERGENT DISTRIBUTED LEADERSHIP

Emergent distribution appears towards the upper end of Hargreaves and Fink's (2006, p. 113) continuum of distributed leadership. According to Youngs (2008), it is aligned with Gronn's unanticipated, spontaneous, collaborative and intuitive working relations that emerge over time. Crowther, *et al*., (2002) indicate that the field of educational leadership is usually restricted to the realm of the principal, however, they found that principals needed to know when to step back so that individual expression

could emerge from anywhere within the school. In Khumalo and Grant's (2008) study, data generated indicated that 36 percent of the participants engaged in voluntary leadership. Khumalo and Grant (2008) indicate that they perceive volunteering as a more emergent form of teacher leadership. Seeing that emergent leadership is intrinsic to distributed leadership, in my case study I shall try to discover the general state of emergent distributed leadership within the schools (See Appendix D, pp. 92-97). It does however stand to reason that I will not be able to find out whether there is an increase or decrease in the percentage of emergent distributed leadership as concluded by Khumalo and Grant (2008) in their quantitative study.

### 2.4.4 RESTRICTED LEADERSHIP

Wadesango (2012) found that most teachers were not consulted on critical issues and that unilateral decisions made by the heads, suffered a low success rate, as teachers were not motivated to implement them. Should the principles of distributed leadership be applied then shared-decision making will take place and this would generate a more enthusiastic work force. Many studies on distributed leadership have found that the approach to distributed leadership in schools was enacted in a top-down manner. Moyo (2010) found that distributed leadership occurred largely through formal authority and control of resources whereby head teachers exert their influence and power through the devolution of responsibilities through formal structures. Moyo (2010, p. 179) declared that "despite pronouncements by heads that they distribute leadership across the school, they still remain in control and accountable." He elaborates that given the nature of schools; the power, authority and control of resources remain largely with those in formal leadership positions.

Grant *et al*., (2010) in their quantitative survey analysis of teacher leadership in KwaZulu-Natal found that although teachers supported the notion of distributed leadership and believed that teachers could and should lead, their experiences of leadership were largely restricted to their classrooms. They further contend that if distributed leadership is to flourish then it must engage teachers, head teachers, support staff and other professionals. They also indicate that distributed leadership can only be achieved with the co-operation of those keen to explore a different world-view of leadership and with the enthusiasm to redesign and configure schooling, thus looking at organisational transformation.

A linear categorisation of school distributed leadership is one of the official categorisations of school distributed leadership in England as outlined by the Hay Group Education (UK). The Hay Group Education proposed a continuum of leadership comprising five aspects of distributed leadership, namely, Instruct; Consult; Delegate; Facilitate and Neglect (Youngs, 2008). The first three aspects are restricted forms of distributed leadership. 'Instruct' refers to leadership practice where initiatives and ideas come only from formal leaders at or near the top of a hierarchical organisational structure. Gunter's first category of Authorised emergent or distributed leadership is aligned with this aspect of Instruct as it occurs when "formal overall leaders seek to develop others into organisational roles of leadership or "Push work down the line" (Gunter, 2005, pp. 51-52). 'Consult' refers to leadership practice where staff has the opportunity for input but decisions are still made at a distance from them by others near or at the top. The type of distributed leadership where staff takes initiative and make decisions within predetermined boundaries of responsibility and accountability falls in the 'Delegate' category (cited in Youngs, 2008). Hargreaves and Fink (2006, p. 113) present their continuum of distributed leadership in the form of a thermometer. The points of 'Autocracy, Traditional delegation and Progressive delegation' are similar to the 'Instruct, Consult and Delegate' aspects of the Hay Group's continuum.
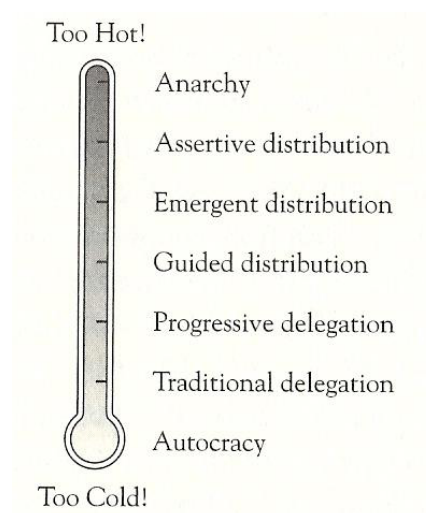


Figure 2. Raising the temperature of distributed leadership.

(Hargreaves & Fink, 2006, p. 113).


Harris and Muijs (2005, p. 109) explain " while there is clear management support for teacher leadership, and taking initiative is encouraged, involvement in decision-

making tends to be limited to middle management." These findings contrast with the findings of Grant *et al.,* (2010) in their survey of 1055 participants, which indicated that leadership was more restricted than emergent.

## 2.5.  FACTORS THAT ENHANCE THE ENACTMENT OF DISTRIBUTED LEADERSHIP

Danielson (2006) posits that the conditions promoting teacher leadership fall into two categories, namely, cultural and structural. These two aspects will be discussed below.

### 2.5.1 SCHOOL CULTURE

Danielson (2006) states that schools should be organised in such a way, that teachers are made aware of opportunities available and given the chance to engage in these leadership activities. Danielson (2007) wrote extensively on the culture of schools with regard to leadership. He acknowledges that there are three aspects of a school's culture that promote the emergence of teacher leaders and these are a culture of risk taking, establishing democratic norms and treating teachers as professionals. Frost (2009) expands on this view in his explanation that there should be no penalties involved for mistakes made by teachers who take professional risks but these mistakes should be seen as a platform to modify ideas and provide new insights. Having a culture of democracy in a school is essential for the success of teacher leadership and teachers need to have confidence in the belief that their "ideas will be received warmly and evaluated on their merits" (Danielson, 2006, p. 127). This view was also supported in the results of Moyo (2010). In Moyo's (2010) study teachers noted that by working together they developed a common school culture which was the improvement of learning outcomes.

The third aspect of culture refers to the manner in which teachers need to be valued as professionals. Danielson (2006); Katzenmeyer and Moller (2001); Little (1988); Ovando (1996); York-Barr and Duke (2004) cite the following excerpt on cultural and structural conditions that influence teacher leadership, presented by various authors.

Social Culture and Context (Jackson, Burrus, Basset and Roberts, 2010)

- School establishes standards and expectations for leadership
- Teachers made aware of leadership activities
- Teachers encouraged to take initiative, practice teamwork, and share responsibility
- School-wide focus on learning and reflection
- Teachers are valued and respected as examples and models for other teachers in the profession
- Teachers are valued and respected as examples and models for other teachers in the profession
- Principals who foster, support, and model teacher leadership.

_____

Interpersonal  (York-Barr and Duke, 2004)

- Positive relationships between teacher leaders, colleagues, principals and administrative staff.
- Effective teamwork between colleagues

_____

Structures   (LeBlanc and Shelton, 1997)

- Access to resources, available time and space

_____


Khumalo and Grant (2008) found that in terms of leadership context and culture in their schools, fifty percent of the teachers viewed their schools as having a conducive culture to emergent leadership where their schools were seen as places of trust in which teachers were allowed to work together and try out new ideas. In this study fifty three percent of the participants viewed their schools as places where people trusted each other, which lends itself to a favourable culture of distributed leadership. This suggests a more distributed leadership context and an openness of the boundaries of leadership (Woods, 2007). I agree with Williams (2011) who states that a high degree of collaboration can be fostered if a general climate of openness and trust is generated amongst the role players.

## 2.5.2   SCHOOL STRUCTURE

According to Ash and Persall (2000) as cited by De Hart (2011), the top-down hierarchical structure of most educational institutions tends to isolate teachers from each other and from the administrators. Coyle (1997, p. 239) posits that in order to foster teacher leadership we must "flatten the present hierarchies and create structures that empower teachers to collaborate with one another and to lead from within the heart of the school, the classroom". Similarly, although many years later, De Hart (2011) concurs with the view that hierarchical structures should be flattened and replaced with more collaborative cultures to foster team leadership.

Danielson (2006) identifies four structural conditions within the school structure which promote the enactment of teacher leadership and these are: mechanisms for involvement in school governance, mechanisms for proposing ideas, time for collaboration and opportunities for the acquisition of skills. In terms of school governance the *South African Schools Act, 84 of 1996* makes provision for educators to serve on the School Governing Body (SGB). This, however, only gives a very small percentage of teachers the opportunity to formally represent the teachers on the SGB. Provision is also made in the South African context to cater for teachers' involvement in strategic planning. However, the degree to which each school caters for this is questionable. Danielson (2006) states that it is necessary to make time for teachers to engage in collaborative activities.

My experience prior to becoming a member of the SMT was that no provision was made in terms of time allocation for leadership functions outside the classroom. The degree to which the schools are able to make provision for this aspect will vary contextually. According to Moyo (2010, p. 39) in the UK, "the recently introduced Planning, Preparation and Assessment (PPA) workforce remodelling initiative can potentially create this time for collaboration." Moyo (2010) indicates that in a study of some schools in the United States of America (USA) conducted by Drago-Severson and Pinto (2006) it was found that when they employed practices that facilitated teacher learning, it led to professional growth of teachers. Harris (2004) suggests that formal leaders in schools need to orchestrate and nurture the space for distributed leadership to occur and to create the shelter condition for the leadership of

collaborative learning. It is thus evident that schools can create structural elements to promote opportunities for teachers to engage in skills acquisition.

## 2.6 FACTORS THAT CREATE BARRIERS TO DISTRIBUTED LEADERSHIP

Muijs and Harris (2007) observed from their study that decision-making in some schools, rested with the SMT's whereas in other schools teachers and the SMT were involved. Another perceived barrier in Muijs and Harris's study show that some teachers were reluctant to take on leadership roles as they saw themselves only as classroom practitioners. They also found that some teachers were reluctant to engage unless there was an additional salary attached. Muijs and Harris (2007) also found that the lack of time, experience and confidence of teachers were cited as barriers to leadership. Their study also indicated that some senior managers also posed a barrier to distributed leadership in that they were not responsive to teacher initiative and involvement.

Woods (2005, p. 166) states that hierarchical forms of leadership are not necessarily compatible. For distributed leadership to be effective, it is not meant to displace the crucial role of the principal. This view contrasts with Fullan's (2003, p. 22) who states that in order for distributed leadership to come to fruition, the hierarchical forms of leadership is a pre-requisite. Grant's (2006, pp. 525-526) view also contrasts with Fullan's view as she states that many school principals have an authoritarian mentality and that they fear the loss of power. I believe that one of the ideals of distributed leadership would be the enactment of distributed leadership in a purely democratic environment where emergent forms of leadership flourish. This of course may not be a functional or a realistic premise as I believe that structured distributed leadership may be what is necessary in the South African context as the principal by virtue of his position is the accountable officer.

It may be noted, however, that in some schools, teachers may be reluctant to take on positions of leadership. Grant (2006) posits that for effective teacher leadership to take place, principals need to distribute authority and teachers need to understand and take up their agency role. Muijs and Harris (2007) concluded that one of the barriers to teacher leadership is the unwillingness of teachers to take on positions of

leadership. A study conducted by Ntuzela (2008) concurred with this view as it revealed that teachers might restrict leadership by refusing to lead or through the lack of understanding of teacher leadership. It is also revealed by recent literature that the lack of time for the enactment of teacher leadership in schools poses as a barrier (Grant, 2006; Rajagopal, 2007; de Villiers & Pretorius, 2011). Rajagopal (2007) posits that teachers are reluctant to engage in leadership roles, as it is time-consuming and could affect their personal lives. De Villiers and Pretorius (2011) identified the following as barriers to teacher leadership: inadequate time for collaboration, leading and learning and lack of incentives or rewards for engaging in leadership activities.

## 2.7 FORMS OF ENACTMENT OF LEADERSHIP

Harris and Spillane (2008) contend that the patterns of distributed leadership in organisations do matter and that organisational performance and outcomes will improve if the principles of distributed leadership are enacted. Muijs and Harris (2007) posit that teacher leadership involves formal and informal roles as well as pedagogical responsibilities.

Smylie and Mayrowetz (2009, p. 285) state, "teachers can be influential leaders in a school without a formal title or administrative responsibility." Informal leaders conduct many of the same or similar duties as teachers who hold positions of leadership. These include sharing expertise in instructional and classroom management, assisting co-workers with classroom duties, engaging in collaborative experimentation of instructional techniques and offering solutions to organisational problems (Smylie & Denny, 1990; Wasley, 1991) as cited in De Hart (2011). Gunter's (2005) characterisation of distributed leadership includes "dispersed" distributed leadership which refers to a process where much of the workings of an organisation take place without the formal working of a hierarchy. This type of leadership is described as being more autonomous, bottom-up and emergent and is accepted because of the knowledge, skills and personal attributes of organisational members who, either individually or in autonomous work groups, develop the work (Gunter, 2005).

## 2.8   CHAPTER SUMMARY

This chapter elucidated the theoretical frameworks on which this study is based which are the theories of distributed leadership and teacher leadership. It thereafter undertook a critical study on the academic literature available with regards to the key research questions formulated in chapter one. The next chapter deals with the research design and methodology employed in this study.

<center>**CHAPTER THREE**</center>

<center>**RESEARCH DESIGN AND METHODOLOGY**</center>

## 3.1 INTRODUCTION

The previous chapter outlined the theoretical framework underpinning this study namely, Gunter's (2005) Distributed Leadership Theory and Grant's (2006) Teacher Leadership Theory. It also provided a literature review, with regard to the key research questions.

In this chapter the research design, methodology and research methods that underpin this study, of patterns of distributed leadership in three primary schools, will be explained and justified. The research design and methodology allowed for the discovery of answers to the following research questions:

- What are the patterns of distributed leadership practiced at schools?
- What factors contribute to the shaping of particular patterns of distributed leadership?
- How do the patterns of distributed leadership influence the enactment of teacher leadership?

The chapter commences with the delineation of the research paradigm. This is followed by a description of the methodological approach used. The methods of data generation, sampling and data analysis will thereafter be discussed comprehensively. The chapter will be concluded with a statement of the limitations and a discussion of the issues around trustworthiness and ethical considerations.

## 3.2 PARADIGMATIC LOCATION

Cohen *et al.,* (2007, p. 24), state that when emphasis is placed on "explanation and understanding of the unique and particular case, where the interest is in the subjective relativistic social world" then the most appropriate paradigm in which to locate the study is in the interpretive paradigm because it provides a thick description of the phenomenon under study. Hence this study is located within the interpretive paradigm. Neuman (2000, p. 71) describes the interpretive approach as "a systematic analysis of socially meaningful action through direct and detailed observation of

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people in their natural setting in order to arrive at an understanding and interpretation of how people create and maintain their social world." The interpretive paradigm thus allowed me, as a researcher; to rigorously analyse and understand the way teachers perceive the patterns of distributed leadership within the context of their schools.

Cohen, *et al.,* 2007, p. 22), state that the "central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience." In order to explore the teachers' experiences of distributed leadership, the interpretive paradigm allowed me to study the subjective and personal experiences of the teachers, heads of department as well as principals. According to Cohen, *et al.,* (2007, p. 23), interpretive researchers "begin with individuals and set out to understand their interpretations of the world around them." Similarly, Terre Blanche and Durrheim (1999, p. 127), state that interpretive researchers want to "make sense of feelings, experiences, social situations or phenomena as they occur in the natural world, and therefore want to study them in their natural setting." This paradigm therefore enabled me to ascertain the feelings and experiences of the research participants within the natural setting of their schools and allowed me to explore the phenomenon of distributed leadership from their perspective. It also made it possible for me to study the contextual factors that contribute to the particular patterns of distributed leadership.

According to Tuli (2010), a qualitative approach underpins the interpretive paradigm; I therefore employ the qualitative approach of enquiry in my research. Other reasons for selecting the qualitative approach include my ontological view that reality and truth are the products of individual perception and that reality is socially constructed (Mertens, 1998) and also my epistemological stance that knowledge is based on experience and insights (Mertens, 1998). For my study, this would mean that the teachers, heads of department and principals are information-rich sources of data that will make a profound contribution to this study.

## 3.3 METHODOLOGY
In this section I discuss the research methodology used in this study.

### 3.3.1 QUALITATIVE APPROACH

According to Henning, *et al*., (2004, p. 3) "in qualitative research we want to find out not only what happens but also how it happens and, more importantly, why it happens the way it does." It therefore stands to reason that I elected to use a qualitative research approach to my study, of the patterns of distributed leadership in primary schools. Cohen, Manion and Morrison (2000), posit that the qualitative approach is used when in-depth inquiry is required. The qualitative approach allowed me to conduct an in-depth study in distributed leadership in different contexts, as distributed leadership is a complex phenomenon that cannot be studied in isolation.

### 3.3.2 CASE STUDY

The research methodology employed to answer the research questions was that of a case study, more specifically, a multi-site case study. According to Cohen, *et al.,* (2007, p. 253) the following are the distinguishing characteristics of a case study: "It is concerned with a rich and vivid description of events relevant to the case. It blends a description of events with the analysis of them. It focuses on individual actors or groups of actors and seeks to understand their perception of events. It highlights specific events that are relevant to the case. An attempt is made to portray the richness of the case in writing up the report." The different contexts I have selected, will allow for a comparative study. The main focus is on distributed leadership that will be studied in detail as I agree with Denscombe's (2003) argument that a case study can do more than a survey as it allows the researcher to study things in detail." Yin (1984, p. 23), describes a case study as "an empirical inquiry within its real life context, particularly when the boundaries between the phenomena and the context are not clearly evident." In terms of my study, the phenomena of distributed leadership cannot be separated from its context.

Stake (1995) states that the number and type of case studies depend upon the purpose of the inquiry. An intrinsic case study is undertaken to gain a deeper understanding of the case and the collective case study is the study of a number of cases in order to inquire into a particular phenomenon. Stake, (2005, p. 448), argues that, "a case study has a form of conceptual structure and is organised around a small number of research questions which must fit the purpose of the study." In my study the conceptual structure is distributed leadership. Yin (2003, p. 13), recommends that a researcher

"should use the case study methodology when the researcher deliberately wants to uncover the contextual conditions." The case study methodology is therefore appropriate for my study in order to uncover the contextual conditions of the three selected sites in different quintiles.

## 3.4   RESEARCH METHODS

In this study, I made use of semi-structured, face-to-face interviews to collect data. I also made use of focus group interviews. According to May, (1997, p. 108), "interviews yield rich insights into peoples' experiences, opinions, aspirations, attitudes and feelings." The use of these methods, therefore, is relevant to my study as they allow me to explore the perceptions and experiences of distributed leadership of teachers and school managers. I opted to use the semi-structured interviews as they allow for a degree of flexibility, although one uses predetermined questions. A definite advantage is that it allows me as a researcher to make use of use of probes to seek clarity on answers, thus promoting an in-depth study. These interviews will be conducted at the participants' schools in their offices, for their convenience.

Denscombe (2003) indicates that answers to semi-structured interviews are open-ended and the interviewee can develop ideas and speak more widely on issues raised by the researcher.   Adaptations of the questions also became necessary within the same category of participants, as the study was conducted in different contexts. Moyo (2010, p. 111) succinctly summarises the advantages of interviews as having a "high response rate, validity, flexibility, use of simple equipment, and depth of information and informants' priorities."   I ensured a high response rate by pre-arranging the interviews at the convenience of the participants. Another advantage of conducting semi-structured interviews is the observation of non-verbal cues of the participants. These helped to understand their verbal responses and added to the richness of the data generated.

I conducted focus group interviews with teachers who did not hold formal managerial portfolios, in order to explore the perceptions of teachers on distributed leadership. According to Cohen, *et al.,* (2000) focus group interviews are conducted under circumstances, created by the interviewer where specifically chosen participants are brought together to discuss a particular topic, resulting in data generation. To ensure

that I had a minimum of four people in the focus group interview I invited participants in advance and secured their permission in writing, much earlier than the proposed date of the interview. I informed participants of the purpose of the research and how it was going to be used. Permission was also sought from the participants to record the interviews. The focus group interviews have been conducted at the participants school's for their convenience. The focus group interviews were conducted after-school hours.

Neumann (2011) posits that having participants of different levels in a focus group interview is not advisable because people often respond very differently when people of higher or lower status are present. To avoid this effect, I elected to conduct the focus group interviews only with level one teachers (teachers who are not members of the SMT). A criticism of focus group interviews is that group dynamics might lead to the non-participation by some members and dominance by others (Kvale, 1996).

## 3.5 SAMPLING

Sampling is defined as "the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group" (Kumar, 2005, p. 164). Various sources of information are used in qualitative research methods such as individuals, groups, documents and sites. McMillan and Schumacher (2010) posit that purposive sampling is used in qualitative research.

The research was conducted in three primary schools in the province of KwaZulu-Natal. The research was conducted in one Circuit that was selected in terms of convenience and easy access. It was my intention to conduct my research in a Quintile 1, Quintile 3 and a Quintile 5 school. Securing a Quintile 1 school, however, proved to be challenging as the Principals of the Quintile 1 schools that I approached were reluctant to participate. I then decided to conduct my research in a Quintile 2 school instead of a Quintile 1 school. This did not affect my research in any specific manner, however, it did portray another way in which leadership may be distributed in terms the relevant context and the availability of resources. Purposive sampling was used to select the three primary schools, one quintile two school, one quintile three school and one quintile five school. According to the *National Norms and Standards for School*

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*Funding (Government Gazzette, No. 27014 of 2004)*, Quintile 1 is the group of schools in each province catering for the poorest 20% of learners. Quintile 2 schools cater for the next poorest 20% of schools and so on. Quintile 5 schools are those schools that cater for the least poor 20% of learners. The Government decides on the monetary allocation to schools based on their quintile categorisation, with the poorest schools receiving the highest allocation per learner. The school funding policy came about to assist the schools that have been historically disadvantaged in South Africa. Choosing schools from different quintiles gave me an opportunity to explore the patterns of distributed leadership across the diverse contexts within the South African education system.

In order to triangulate the information provided by the participants, semi-structured as well as focus group interviews were conducted. The research participants from each school for the focus group interview were the most senior level one teachers (teachers who do not hold managerial positions). In Mzanzi Primary, as well as Ulwazi Primary, however, due the unavailability of some of the senior teachers, two teachers with fewer years of experience participated. This did not affect the findings in a distinct manner as the participants did have adequate experience to contribute constructively. The research participants for the one-on-one semi-structured interviews were the most senior head of department and the principal in each school. The rationale behind selecting the most senior teachers and heads of department is the assumption that these individuals would have rich stories and information to share in terms of teacher leadership and distributed leadership. This enabled me to ascertain the perceptions and experiences of managers and non-managers in terms of the patterns of distributed leadership in their schools.

### 3.5.1. DESCRIPTION OF THE CASE STUDY SCHOOLS

The following is a brief description of each of the case study schools. This will provide the reader with an understanding of the context of the schools.

### 3.5.1.1 PERSEVERANCE PRIMARY SCHOOL

Perseverance Primary School, the pseudonym given to the Quintile 5 case study school, is situated in the region of eThekwini in KwaZulu-Natal. There is a total of 956 learners at the school from Pre-Primary to Grade 7. There is an average of 35

learners per class. This school has a total of 30 educators (24 state-paid and 6 Governing Body paid). The school has 4 officially appointed managers (the principal, deputy principal and 2 HOD's). The school also has 3 teacher assistants, 4 administration assistants and 7 general assistants.

### 3.5.1.2 ULWAZI PRIMARY

Ulwazi Primary is the pseudonym given to the quintile 3 school. This school is situated in the region of Kwa Makhutha in the KwaZulu-Natal. There is a total of 600 learners at the school from Grade R to Grade 7. This school has a total of 16 teachers. The school has 4 officially appointed managers (the principal, deputy principal and 2 HOD's). It has 1 teacher assistant, 1 administration assistant and 1 general assistant. There are 3 general assistants who are paid by the school. The school has a functional library. This is a non-fee paying school; however, parents were encouraged to make a voluntary contribution to the school, the amount not exceeding R180 per year. All leaners are on the DOE feeding scheme.

### 3.5.1.3 MZANZI PRIMARY

Mzanzi Primary School is the pseudonym I used for the quintile 2 school. This school is situated in the region of Cato Ridge in the KwaZulu-Natal Midlands. There is a total of 1200 learners at this school, from Grade R to Grade 7. The school has 29 state-paid teachers. The school has 5 officially appointed managers (the principal, deputy principal and 3 HOD's). The school has 2 administration assistants. It has one officially appointed general assistant and five other general assistants who are mainly responsible for the preparation of meals for the learners. There is also one security guard, employed by the SGB. The school has a small mobile library. It is strictly a non-fee paying school. All learners are on the DOE feeding scheme.

### 3.5.2   DESCRIPTION OF THE PARTICIPANTS

A brief description of the 4 participants in each of the focus group interviews of the case study schools is presented below:

### 3.5.2.1 DESCRIPTION OF THE PARTICIPANTS OF PERSEVERANCE PRIMARY

The principal of the school, Mr Andries, is a 63 year old male. He has an M+5 qualification and 39 years of experience. This experience is inclusive of 25 years as a principal. The HOD, Mrs Bachoo, is a 39 year old female who has 16 years of experience which includes three years as a manager. She holds an M+4 qualification.

Mrs Francis is a 48 year old female who has 25 years of experience. She holds a Bachelor of Education Degree.

Mrs Ivey is a 44 year old female who has 13 years of experience. Her qualification is a Higher Education Diploma.

Mrs Kapran is a 43 year old female who has 17 years of experience and holds a Bachelor of Paedagogics Degree.

Mrs Paddy is a 37 year old female who has 14 years of experience and holds a Bachelor of Primary Education Degree and a Further Diploma in Education (Mathematics).

### 3.5.2.2 DESCRIPTION OF THE PARTICIPANTS OF ULWAZI PRIMARY

Mrs Myeni is the principal of Ulwazi Primary. She is 54 years old and has 30 years of experience. She holds an M+5 qualification. Mrs Dlamini is the HOD at Ulwazi Primary. She is 44 years old and has 20 years of teaching experience.Her qualifications include an Honours Degree in education.

Mrs Ntuli is a 36 year old female who has 7 years of teaching experience. She has a senior Primary Teaching Diploma. Mrs Simelani is a 43 year old female who has 17 years of teaching experience. She holds a Senior Primary Teaching Diploma.

Mrs Thabane is a 43 year old female who has 10 years of teaching experience and has a Higher Diploma in Education.

Mrs Nene is a 60 year old female who has 35 years of teaching experience. She holds a Bachelor of Arts Degree, a Bachelor of Education Degree and a Higher Diploma in Education.

### 3.5.2.3 DESCRIPTION OF THE PARTICIPANTS OF MZANZI PRIMARY

The principal of the school, Mr Shazi, is a 54 year old male who has 28 years of teaching experience. He has a Senior Teaching Diploma and the ACE (Advanced

Certificate in Education) qualification. The HOD, Mrs Jabu is a 59 year old teacher who has 35 years of experience. She holds a Senior Primary Teaching Diploma, Higher Education Diploma and a Bachelor of Education Honours Degree.

Mr Shabangu is a 34 year old male who has 7 years of teaching experience. He holds a Bachelor of Education Degree.

Mrs Mthembu is a 45 year old female who has 23 years of teaching experience. She holds a Bachelor of Education Honours Degree.

Mrs Mbabane is a 46 year old female who has 25 years of teaching experience. She holds a Bachelor of Arts Degree.

Mrs Langa is 36 year old female who has 10 years of teaching experience. She holds a Bachelor of Education Degree.

## 3.6   PILOTING

To test the research instruments i.e. the interview schedule for the principal (Appendix D, Schedule 1, pp. 92-93), the interview schedule for the HOD (Appendix D, Schedule 2, pp. 94-95) and the focus group interview schedule (Appendix D, Schedule 3, pp. 96-97) pilot studies were conducted. The interview schedule for the principal was piloted in a quintile 5 school which is situated in close proximity to my school, for the sake of convenience. The pilot studies of the interview schedules for the HOD and for the focus group interview were conducted at Perseverance Primary with other teachers who did not participate in the actual studies.

 The pilot study of the research instruments made me realise that the order of the questions was not particularly in kilter in the focus group interview. I then rearranged the questions to facilitate a better sequential flow. It became evident that the placement of certain questions that were initially placed further down the list was unsuitable. Moving these questions to its current place, worked far better during the final interviews. Initially, Question 2.3 and Question 2.4 were phrased as one question that made it difficult for the participants to understand. By separating the questions, I found that participants responded in a far better manner during the final interviews. I also found that certain questions were rather similar and generated the same answers. After the pilot study, I re-phrased some of the questions and this facilitated better data generation. In terms of the duration of the interviews, I found that the initial 30 minutes allocated for the interviews of the principal and the HOD was sufficient,

however, I found that the 30 minutes allocated for the focus group interview, was insufficient. I then increased the proposed time on the focus group interview schedule to 40 minutes.

## 3.7    DATA ANALYSIS

Once data from the interviews had been collected, the taped interviews were transcribed. Seidman, (2012, p. 117), states that in order to "work most reliably with the words of participants, the researcher has to transform these spoken words into a written text to study." After completing this process thoroughly, I thereafter proceeded to familiarise myself with the contents of the transcripts by reading them several times. Doing this facilitated easier understanding and prepared me for the process of analysis. The data generated in the transcripts from the semi-structured and focus group interviews were then analysed using qualitative data analysis methods. According to Nieuwenhuis, (2007), qualitative data analysis is primarily an inductive process of organising the data in such a manner where known facts collected from the data generated are categorised into patterns and regularities. The data was then divided into units of meaning. According to Cohen, *et al.*, (2007) units of meaning should then be grouped into common categories, patterns and themes. This was duly completed using Gunter's (2005) characterisation of distributed leadership as well as Grant's (2008) zones and roles model of teacher leadership, as a background to the analysis.

Illustrative quotations were also selected to support each of the themes and issues generated. The common elements as well as the differences across the three cases are summarised and presented in chapter four.

## 3.8    TRUSTWORTHINESS

The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985, p. 290). In any qualitative research project, four issues of trustworthiness demand attention: credibility, transferability, dependability, and confirmability. Credibility is an evaluation of whether or not the research findings represent a "credible conceptual interpretation of the data drawn from the participants' original data (Lincoln & Guba, 1985). To address credibility, I employed triangulation. "Triangulation may be

defined as the use of two or more methods of data collection in the study of some aspect of human behaviour" (Cohen, *et al*., 2007, p. 112). I employed methodological triangulation by using semi-structured interviews and focus group interviews in my study. I also employed triangulation in terms of the participants. By using members of the senior management team namely, the principals; members of the junior management team i.e. the HOD's and the senior teachers as participants, it enhanced the credibility of the data. I made use of "Member Checking" (Lincoln & Guba, 1985), by issuing the transcripts of the interviews back to the participants i.e. the principals, the HOD's and to the senior teachers who participated in the interviews, to ensure that the transcripts were authentic.

According to Lincoln and Guba, (1985) transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. To address transferability, I ensured that all data analysis documents were included in the final presentation of the study and I endeavoured to ensure that the set of data generation documents is maintained, should other researchers wish to transfer the conclusions of this inquiry to other cases. Lincoln and Guba, (1985) state that dependability is an assessment of the quality of the integrated processes of data collection, data analysis and theory generation and confirmability is a measure of how well the inquiry's findings are supported by the data collected. To address the issues of dependability and confirmability, I employed the services of an independent auditor (Lincoln & Guba, 1985) who scutinised the data generation components i.e. data collection instruments, audiotapes, transcripts against the enquiries findings.

### 3.9    ETHICAL ISSUES

 Permission was received from the gatekeepers of each of the case study schools i.e. the principal's (See Appendix B, pp. 86-88). Written permission was also gained from all participants to conduct the interview and to audiotape the interview (See Appendix C, pp. 89-91). Ethical clearance to proceed with my research study was received from the University of KwaZulu-Natal (See p. ii).

I ensured that all participants understood the purpose and significance of my research study by means of a clear explanation. Participants were afforded the opportunity to ask questions to gain clarity. Copies of the interview schedule were given to

participants prior to the interview for their perusal. Participation was purely voluntary and participants were made aware that they had the right to withdraw from the process at any time. Participants were also assured that all information received will be treated with the highest degree of confidentiality and that no harm will come to them because of their responses.

Participants were assured of anonymity. According to Cohen, *et al.,* (2007), anonymity ensures that information provided by participants should in no way reveal their identity. Pseudonyms were therefore used. Ethical issues include obtaining letters of consent, obtaining permission to be interviewed, undertaking to destroy audiotapes (Maree, 2007). I informed the participants that the data collected will be stored at the university for a maximum period of 5 years after which period the documents will be destroyed. Audio data will be stored by the supervisor, who will incinerate it after 5 years.

## 3.10   LIMITATIONS

One of the limitations of this study could be the fact that only 3 schools in the province participated thus generalisations cannot be made. My intention however, was not to generalise but rather to make meaning of how distributed leadership plays itself out in schools. I must declare that I used my school as the research sample of a Quintile 5 primary school, for the sake of convenience. This could become problematic as commented on by Cassell (cited in Lee, 1993) that the asymmetries of power in several interview situations, with one party having more power and control over the interview than the other. Every effort was therefore made to minimise bias. During the interviews, I made a concerted effort to avoid biased probing by ensuring that I did not ask leading questions. The fact that I elected to conduct focus group interviews, somewhat removed the threat of the power element as I am the deputy principal. I believe that teachers felt more comfortable in the group setting.

## 3.11   CHAPTER SUMMARY

This chapter presented the research design, methodology and research methods that underpin this study. A justification for the use of all of the above was also provided. The chapter also provided insight into the delineation of the research paradigm and the ontological and epistemological assumptions of the study. A comprehensive

argument was presented for the selected methodological approach used and the data production methods. An explanation was also provided for the type of sampling used as well as the type of data analysis conducted. The chapter was concluded with a statement of the delimitations and a discussion of trustworthiness and ethical issues. The next chapter will present an analysis of the data generated. It also categorises the responses of participants into different themes in order to answer the key research questions.

# CHAPTER FOUR

# DATA ANALYSIS, FINDINGS AND DISCUSSION

## 4.1 INTRODUCTION

The previous chapter outlined the research design and methodology employed in this study. In this chapter I present the findings and discussion of the data generated from the study in order to address the critical questions, namely:

- What are the patterns of distributed leadership practiced at schools?

- What factors contribute to the shaping of particular patterns of distributed leadership?

- How do the patterns of distributed leadership influence the enactment of teacher leadership?

To remind the reader, I reiterate that the aim of my study is to explore the patterns of distributed leadership in three primary schools in KwaZulu-Natal. The study seeks to achieve the objectives of examining the patterns of distributed leadership practice, exploring the factors which contribute to the shaping of particular patterns of distributed leadership and eliciting the ways in which particular patterns of distributed leadership influences teacher leadership. For each critical question, the data is discussed under themes that emerged during the interviews. To ensure validity, *verbatim* quotations of the participants are also presented.

## 4.2 FINDINGS AND DISCUSSIONS

I present my findings and discussions under the three critical questions that inform my study. They are: patterns of distributed leadership; factors that contribute to the shaping of particular patterns of distributed leadership and the influence of the patterns of distributed leadership on teacher leadership.

### 4.2.1 PATTERNS OF DISTRIBUTED LEADERSHIP

In this section the findings are presented in relation to the patterns of distributed leadership, under the following themes: delegation of leadership roles, teacher volunteerism in taking on leadership roles and the constitution of teams.

### 4.2.1.1 DELEGATION OF LEADERSHIP ROLES

The principals of the three schools seemed to accept that leadership must be distributed within schools according to our national education policies. It was evident that the principals believed that leadership should be distributed across the school to encourage teachers to be involved in achieving the goals of the school. They felt that the aim of distributing leadership was to make teachers feel that the school belongs to all the stakeholders and that 'ownership' of the school does not lie with the principal. It was clear that the principals believed that sharing responsibilities made teachers feel like they were making a valuable contribution to the institution. Furthermore, it seemed that distribution of leadership was based on the premise that it is impossible for one person, or just a few people, to cope with all the duties and tasks involved in a school.

These views concurred with that of MacBeath (2005) who posits that distributed leadership offers a solution to the aforementioned problem. It also concurs with the views of Oduro (2004, p. 8) who found that principals see the distribution of leadership as a "means of reducing the pressure of the overwhelming workload on them." The data generated from the principals of the three schools corroborated with the international studies undertaken by, the National Association of Head Teachers (NAHT) in 1999 and National College for School Leadership (NCSL) in 2001 where it was found that one person couldn't undertake the role of leadership in an organisation. It was found that successful principals recognised the limitations of a single-leader approach and saw their leadership role as being concerned with empowering others to lead. The perceptions of the principals in this study, are congruent with Goleman's (2002) view that leadership must not reside in one individual at the top, but should be spread across the organisation.

The following statements made by the principals of the three schools affirmed these views:

The principal of Perseverance Primary stated:

> *...there are so many things happening in education, you can't do everything as the management team. Leadership can no longer be confined to the SMT, there is too much going on in schools and everyone must play his or her part.* (Mr Andries)

Similarly the principal of Mzanzi Primary and Ulwazi Primary respectively said:

> *We want everyone to believe that the school belongs to all of us, it doesn't belong to the SMT, it belongs to everyone.* (Mr Shazi)

> *Firstly even before you make teachers do something, you make them aware that they are the pillar of the school. The school cannot run without them. The school is not just mine as a principal; it's for us all to make a concerted effort to make sure everything is done. You cannot expect yourself as a principal to know everything around the school.* (Mrs Myeni)

The HOD of Mzanzi Primary also felt that the principal shared leadership to a large extent with the SMT.

> *All that is done at this school, we do it together with the principal. There is nothing that the principal does without the SMT.* (Mrs Jabu)

The HOD of Perseverance Primary said:

> *We have a large school and a small group of people cannot do everything so there is a lot of opportunity to take on leadership roles. We do not only cater for learners who are good at academics or sport but in other areas as well and there are teachers in charge of all these activities.* (Mrs Bachoo)

A teacher at Ulwazi Primary said:

> *There is a good culture of sharing in this school. The SMT shares leadership. Whatever they discuss at meetings they come back to us and explain everything. There's nothing hidden. They distribute tasks to us. They don't say that they are the leaders and they are going to do it alone.* (Mrs Simelani)

Another teacher at Ulwazi Primary elaborated on the above statements of her colleague:

*The principal allows anyone to come into her office and discuss any new ideas. If you want to do something you don't have a problem because once you explain what you want to do she supports you all the way.* (Mrs Ntuli)

From the above, it is evident that the principals of the three schools were in agreement that teachers have the potential to lead and that it is their responsibility to distribute leadership within the school. The principals saw the distribution of leadership as a means of building the leadership skills of informal leaders and to use their skills or expertise to the advantage of the school. It was also evident that opportunities were provided for the enactment of distributed leadership and that the principals provided support. The aforementioned statements concur with the views of Harris (2008), who posits that the notion of distributed leadership recognises that many people have the potential to exercise leadership in any organisation, that each member of an organisation has leadership abilities and that it is the responsibility of those in formal leadership roles to provide opportunities and support for those in informal leadership roles to engage in leadership activities.

## 4.2.1.2  TEACHER VOLUNTEERISM IN TAKING ON LEADERSHIP ROLES

The participants from all three schools indicated that teachers do take on leadership functions voluntarily, especially in extra-curricular activities. This finding is in line with Zone Two of Grant's (2006) Model of Teacher Leadership which refers to teachers engaging in leadership functions outside the classroom in curricular and extra-curricular activities. Examples of this, across the three schools included: starting a vegetable garden and a flower garden, initiating Chess as an extra-mural activity and starting the game of Rounders which is similar to the sport of Baseball, initiating an Arts and Drama Club, initiating soccer coaching clinics, organising cultural functions and organising leadership camps, to name but a few.

The principal of Mzanzi Primary stated:

> *Yes, the teachers do come in and say for example, I want to start a garden. We now have a functioning vegetable garden which is run by two teachers who actually started it and they continue to function effectively in that leading role.* (Mr Shazi)

The principal of Ulwazi Primary stated that some of her teachers come up with very creative ideas and she supports these. She said:

> *For instance I can use the example of arts, such as Zulu dancing and playing drums. We haven't been doing that for a number of years, then one educator came up and asked whether we could start this*? (Mrs Myeni)

A teacher at Ulwazi Primary said:

> *We have the dancing team that Zandile volunteered to start. We also have Bulelwa who has volunteered to co-ordinate the sports committee and she is enabling our school to win many trophies.* (Mrs Thabane)

A teacher from Perseverance Primary spoke of her own experiences and stated:

> *I approached the SMT to start an Arts and Drama Club. I was quite pleased to find that they handed me the portfolio. I am the co-ordinator but I have teachers who are willing to help. We are working so well as a team and the learners are loving it.* (Mrs Ivey)

This bottom-up approach pointed to emergent processes of leadership where teachers without formal leadership positions initiated new sport and cultural activities as well as new projects. Khumalo and Grant (2008) indicate that they perceive volunteering as a more emergent form of teacher leadership. Khumalo and Grant's (2008) South African study generated data which showed that 36 percent of the participants engaged in voluntary leadership. Similarly, it was evident from the study that some teachers were willing to initiate new ideas and take on these added responsibilities, whereas others were content to play a supportive role. The comments made by the HOD of Perseverance Primary affirmed this:

*We find that it is the same people who volunteer and come up with new ideas and are not afraid of the extra work. There are those who do not display any initiative outside of their classrooms.* (Mrs Bachoo)

### 4.2.1.3 THE CONSTITUTION OF TEAMS

It was clear from the evidence that all schools, in addition to the management structure, promoted the use of teams to facilitate the achievement of the school's goals. In this way, teachers who have no formal leadership positions have an opportunity to become leaders. This would generally imply the use of democratic principles in terms of the constitution of these teams; however, upon close analysis of the statements of the participants it was evident that this was not the case in some schools.

The constitution of teams in Perseverance Primary, however, occurred with much more input from the SMT and distribution was based not only on willingness to participate but on their relevant skills and knowledge. The SMT felt that expertise and equitable distribution were key elements in creating successful teams. Although the duties were shared and leadership was devolved through the implementation of teams, the findings show that the SMT remained in control. The teams at Perseverance Primary were balanced in terms of their representation from the different phases and they worked under the supervision of their work stream leader who was a member of the SMT.

The principal of Perseverance Primary stated:
> *… at the management meetings we will sit down and identify the work streams or teams we need for the functioning of the school …, we also decide who's the head of these work streams as well. The SMT will sit down and we will divide the staff into these various teams ... so in the end you have far more balanced teams.* (Mr Andries)

He went on to emphasise the control exercised by the SMT:
> *It all occurs under the leadership of the HOD's ... you help, you guide, you give them opportunities to make decisions- all under the supervision of the HOD's.* (Mr Andries)

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The level one teachers of Perseverance Primary confirmed that they did have input initially as to which teams they want to join, but ultimately the SMT decides on which team they will serve. A level one teacher stated:

> *There is a list of teams that is normally sent around and we are allowed to put our names against the teams we want to be a part of and the management team sits and decides which person will be good for which team.* (Mrs Kapran)

This type of pragmatic leadership is similar to that described by MacBeath, Oduro and Waterhouse (2004) where the decision on who to place in particular leadership situations, is informed by knowing the capabilities of your staff and choosing those who can be entrusted with leadership roles. It became apparent that in Perseverance Primary, the principal and the SMT distributed leadership to the informal leaders, however, this took place within a hierarchical organisational system. Woods (2004, p. 6) describes this type of leadership as "delegated leadership" and indicates that this is evident where there are "teams, informal work groups, committees, and so on, within a hierarchical organisation."

In Mzanzi Primary and Ulwazi Primary, however, the constitution of the teams was achieved in a more democratic manner thus suggesting that there was a degree of bottom-up and emergent leadership.

The principal of Mzanzi Primary stated:

> *These teams are constituted at a formal staff meeting... we normally write down all the committees..., then each teacher will fit himself or herself wherever he/she feels comfortable to operate.* (Mr Shazi)

A teacher at Ulwazi Primary explained:

> *The SMT writes all the teams down and we fit ourselves there, according to our strengths. This is how we form the committees. Everyone of us, so we all take part in whatever is happening in this school.* (Mrs Simelani)

Although the teams were constituted in a more democratic manner in Ulwazi Primary as compared to Perseverance Primary, they share a similarity in that the teams in these schools are lead by members of the SMT.

The principal of Ulwazi Primary stated:

> *We have other teams like the environment team. There you will have one of the SMT co-ordinating the team. Yes, we have the HOD who will represent authority in that school.* (Mrs Myeni)

In Mzanzi Primary, it was evident that the constitution of teams was left to the discretion of teachers based on their willingness to participate in their area of choice. The working dynamics of the team differed in Mzanzi Primary where a more democratic arrangement existed. The convenors of the teams assumed their positions by volunteering to lead or alternately they were democratically elected.

The principal of Mzanzi Primary explained:

> *In each team there will be a convenor. The members of the SMT can also fit themselves in the committees. Even the members of the SMT will sometimes be accountable to a junior teacher who is the convenor.* (Mr Shazi)

The above scenario concurs with the view of Smylie and Mayrowetz (2009, p. 285) who posit, "Teachers can be influential leaders in a school without a formal title or administrative responsibility." This enactment of leadership alludes to Gunter's (2005) characterisation of dispersed distributed leadership which refers to a process where much of the workings of an organisation take place without the formal working of a hierarchy as in this case where the "junior" teacher is able to lead.

## 4.2.2 FACTORS THAT SHAPE PARTICULAR PATTERNS OF DISTRIBUTED LEADERSHIP

In this section I present my findings in relation to the factors that shape particular patterns of distributed leadership. The following themes emerged from the data: The Culture of Schools; Organisational Structures; Time for Leadership Activities and Trusting teachers to be accountable for their leadership portfolios.

## 4.2.2.1 THE CULTURE OF SCHOOLS

The evidence from this study corroborates with the findings of Moyo's (2010) study where teachers noted that by working together, they developed a common school culture which was the improvement of learning outcomes. This study, however, further established that a favourable climate is necessary for the successful implementation of distributed leadership. In all three schools the teachers claimed that the culture of their school promoted distributed leadership. The teachers of Perseverance Primary felt that the management team gave them the freedom to express themselves in their teams and gave them support where necessary. This was affirmed by the comments made by the teachers:

> *Once I was given the go-ahead for my Dance and Drama team excursion I was able to take it from start to finish. We are given the chance to learn how to do things and as I said before, the support I get from my team is excellent.* (Mrs Ivey)

> *When management make suggestions, the teachers are accommodating because they know that these suggestions, are not way out. The manner in which the suggestions are made as well, it's not meant to crush our spirit but to build us up.* (Mrs Ivey)

> *We are always encouraged to do our best. I can always run to the deputy principal for help at any time... Even when I went to the principal with the idea of the soccer clinic, he said that I must go ahead and organise it and he will support me.* (Mrs Francis)

The above statements concur with Danielson (2006) who states that schools should be organised in such a way that teachers are made aware of opportunities available and given the chance to engage in these leadership activities. According to Danielson (2006, p. 127), having a culture of democracy in a school is essential for the success of teacher leadership and teachers need to have confidence in the belief that their "ideas will be received warmly and evaluated on their merits."

The teachers of the three schools affirmed the findings on social culture and context by Jackson, *et al.,* (2010) who devised a list of contributors to a culture of leadership

which includes the following: teachers are encouraged to take initiative, practice teamwork, and share responsibility; teachers are valued and respected as examples and models for other teachers in the profession and effective teamwork between colleagues, to name a few. The following findings affirm each of the aforementioned statements respectively:

The HOD of Ulwazi Primary said:

> *Especially when we are preparing for a certain function, we come together, share our ideas and opinions, and decide together. The SMT does not just tell us what to do and what not to do...* (Mrs Dlamini)

The principal of Ulwazi Primary said:

> *Teachers will come up with certain ideas that I did not have. And when they come to the office I always say, just go for it. When you do that, you get the best results.* (Mrs Myeni)

A teacher from Perseverance Primary said:

> *Although the grade 7's are only implementing CAPS next year, Mrs Paddy, the grade 6 maths teacher shares so much with me in terms of the implementation of the new curriculum. We are not even in the same grade but she has motivated me, without anyone telling her to do so and I am grateful that I am learning from her.* (Mrs Francis)

The above statements corroborate the studies of Khumalo and Grant (2008) who found that in terms of leadership context and culture in schools teachers viewed their schools as having a conducive culture to emergent leadership where their schools were seen as places of trust in which teachers were allowed to work together and try out new ideas. The issue of trust will be discussed in detail further on in this chapter. It was evident that innovative leadership did emerge when open and transparent dialogue is present as indicated by Youngs (2008).

### 4.2.2.2 ORGANISATIONAL STRUCTURES

I agree with Moyo's (2010, p. 180), view that "given the bureaucratic nature of schools and that power, authority and control of resources remain largely with the heads and those in formal leadership positions, leadership practices appear to be at

odds with the principle of distributed leadership." It became evident that the distribution of leadership was generally a formal process where leadership was devolved through a formal organogram. The principal of Perseverance Primary school emphasised organisational structure in all aspects of leadership which indicated that leadership occurred by devolving responsibilities through formal structures which included the principal at the top, followed by the deputy principal, the heads of department and the extra channel, which is that of grade heads and thereafter the class teachers.

The principal of Perseverance Primary stated the following, in support of highly organised structures in terms of leadership:

> *...officially we have leaders like the Principal, the Deputy Principal and your HOD's but our school has made provision for other leaders as well... who we call Grade Heads. What the Grade Heads do is control and co-ordinate all activities there are in the grade, obviously under the HOD's of the different phases.* (Mr Andries)

The principal of Ulwazi Primary, also described their organogram in a similar manner to Perseverance Primary. The difference being that where Perseverance Primary had appointed Grade Heads, Ulwazi Primary, made use of the most senior teacher in the grade to co-ordinate grade related matters. This corroborates Spillane and Healy's (2010) assertion that the distributed perspective allows individuals without any formal leadership designation to take responsibility for the work of leading and managing schools. The participants affirmed this.

The HOD of Ulwazi Primary said:

> *Apart from the principal, we have the deputy and the HOD's and then we have the master teachers and the senior teachers, as appointed by education department.* (Mrs Dlamini)

The principal of the Mzanzi Primary indicated that some aspects of leadership within the school must be formally structured while other spheres of leadership can be handled informally and with much more flexibility. He emphasised that matters related to academics, all education department directives and issues related to the

finances of the school must be handled with strict protocol. The following indicated this:

> *We do have the organogram where we have the SMT- the Principal, the Deputy Principal, the HOD's and the senior teachers. They all have different roles to play in terms of leadership... but in a particular grade, we mix the less experienced teachers with the more experienced teachers.* (Mr Shazi)

According to Ash and Persall (2000) as cited by De Hart (2011), the top-down hierarchical structure of most educational institutions tends to isolate teachers from each other and from the administrators. The findings of this study would therefore imply that the schools studied did not have a particularly "top-down" management structure. Coyle (1997, p. 239) posits that in order to foster teacher leadership we must "... flatten the present hierarchies ... and create structures that empower teachers to collaborate with one another and to lead from within the heart of the school, the classroom". Similarly, although many years later, De Hart (2011) concurred with the view that hierarchical structures should be flattened and replaced with more collaborative cultures to foster team leadership.

### 4.2.2.3  TIME FOR LEADERSHIP ACTIVITIES

Time for leadership activities or lack thereof seemed to be a barrier to the effective enactment of distributed leadership in two of the three schools. Rajagopal (2007) posits that teachers are reluctant to engage in leadership roles, as it is time-consuming and could affect their personal lives. The teachers at Ulwazi Primary emphasised the lack of scheduled time for the effective undertaking of leadership responsibilities. It was evident that the teachers felt that they are involved in too many activities and are unable to do justice to them because of the demands of the curriculum and the lack of time for planning, preparation and executing leadership activities. The teachers of Mzanzi Primary indicated that although they were given one hour a week, on a Thursday afternoon for collaborative activities, they are unable to attend meetings of all the committees they are involved in because of the clashes.  All the meetings take place simultaneously. The teachers of Perseverance Primary, however, have time everyday from two o' clock to three o' clock for all their collaborative activities. They believed that this enabled them to achieve a lot during that time and indicated that

because of the adequate time for planning, preparation collaboration, they did feel stressed in their school.

Mrs Paddy from Perseverance Primary explained that with the time constraints of the curriculum, time for leadership activities was very limited. She stated:

> *It is not always possible during school hours so most of the work has to be done after-school hours.* (Mrs Paddy)

Mrs Kapran stated that this is an area the school needs to work on, as there is no time to do justice to all the activities. She explained:

> *Also we have a lot of extra-curricular activities. During school hours we are teaching and after that we go to extra-curricular activities…Plus there is ground duty. Sometimes there is no time to have meetings in grades. Sometimes you know, you don't know what to do. You have your work in class and you have your activities. You are so thinly spread, instead of doing one thing and specialising in that.* (Mrs Kapran)

A teacher from Mzanzi Primary stated:

> *According to the school timetable, we meet in our different teams on Thursdays. Sometimes it so happens that we are in two or three teams and it clashes. Even the subject committees meet on Thursdays where we need to review what is happening in our subjects. It is after school from 2 0' clock to 3 0' clock.* (Mrs Mthembu)

A teacher from Ulwazi Primary stated:

> *Everyday our learners leave at 2 pm so after that we get together and have our planning meetings. We have different days for the different committee meetings, like our subject committee meetings and our sport meetings or our different team meetings. We also have staff development in that time. There's no stress here, we all help each other.* (Mrs Thabane)

Muijs and Harris (2007) found that the lack of time, experience and confidence of teachers were cited as barriers to leadership. Their study also indicated that some senior managers also posed a barrier to distributed leadership in that they were not responsive to teacher initiative and involvement. My experience prior to becoming a member of the SMT was similar to that of the teachers of Perseverance Primary as no provision was made in terms of time allocation for leadership functions outside the classroom. The degree to which the schools are able to make provision for this aspect, will vary contextually as was proven in my study. According to Moyo (2010, p. 39) in the UK, "the recently introduced Planning, Preparation and Assessment (PPA) workforce remodelling initiative can potentially create this time for collaboration." It is also revealed by recent literature that the lack of time for the enactment of teacher leadership in schools poses as a barrier (Grant, 2006; Rajagopal, 2007 & de Villiers and Pretorius, 2013).

### 4.2.2.4  TRUSTING TEACHERS TO TAKE ON LEADERSHIP ROLES

Williams (2011) who states that a high degree of collaboration can be fostered if a general climate of openness and trust is generated amongst the role players.

A teacher from Perseverance Primary said:

> *I think that the teachers are really trusted in this school. When teachers are trusted, there is a better environment and better working relationships for everyone.* (Mrs Ivey)

Khumalo and Grant (2008) found in their studies that fifty percent of the teachers viewed their schools as having a conducive culture to emergent leadership where their schools were seen as places of trust in which teachers were allowed to work together and try out new ideas. This suggests that a more distributed leadership context and an openness of the boundaries of leadership (Woods, 2011).

A teacher from Ulwazi Primary said:

> *I think they trust us. They give us a date and we submit and if something is not right they tell you about it in a polite manner.* (Mrs Thabane)

Another teacher from Ulwazi Primary said:

> *They trust us for everything. I am my boss in my own class. They just come and check. They don't look for fault. I can come and ask them to come if in need support. They just support and monitor like if I have to hand in documents and so on but they do not interfere.* (Mrs Nene)

A teacher from Perseverance Primary said:

> *I think that we are trusted in this school. If you look at the showcase our management team only came in at the latter stages and when we asked why we were not looked at more frequently the reply was that it's because we trust you and we know that you are most capable.* (Mrs Kapran)

Grant and Singh (2009) espouse that distributed leadership allows for the flow of influence in organisations and is separate from an automatic connection of leadership with headship (p. 3) They also found that distributed leadership is based on trust and requires "letting go" by senior staff rather than just delegated. Oduro (2004, p. 5) state "leadership is not the monopoly of any one person, a message that is central to the notion of distributed leadership." In the study conducted by Grant (2008) it was revealed that the SMT's are the main barrier to teacher leadership because of their lack of trust in teachers and because they did not involve teachers in decision-making. In this study the aforementioned finding was refuted. The SMT's in this study did not seem to withhold leadership and trust from their teachers. The fact that teachers were trusted was clearly evident but, in different degrees.

Moyo (2010, p. 179) declares that "despite pronouncements by heads that they distribute leadership across the school, they still remain in control and accountable." He elaborates that given the nature of schools; the power, authority and control of resources remain largely with those in formal leadership positions.

The HOD of Mzanzi Primary said:

> *I trust them but according to the policy I have to check. It is my duty as The HOD. I check their registers, their planning files, I check all their tests to make sure assessments are in line with CAPS and thereafter*

*moderate all the tests. I also check how teachers are leading in the classroom and if they need support or mentoring I am there or I get some help for them.* (Mrs Jabu).

The principal of Ulwazi Primary:

*Well constant checking helps. It helps for the work to get done on time. You will have one or two problems but nothing major. The trust is there but constant checking helps.* (Mrs Myeni)

The above statements by the SMT's of the three schools, corroborated the claim made by Moyo (2010) that power, authority and control remain with the SMT although they may claim that this is not the case. Although teachers are trusted to handle their leadership portfolios, it seemed as though it is merely controlled.

## 4.2.3   THE INFLUENCE OF DISTRIBUTED LEADERSHIP ON TEACHER LEADERSHIP

In this section, I present the findings in relation to the influence of distributed leadership on teacher leadership. In presenting the findings I also make reference to Grant's (2008) four zones of teacher leadership.

## 4.2.3.1 THE BENEFITS OF SHARED LEADERSHIP TO TEACHER LEADERSHIP

The findings from the semi-structured interviews with the principals revealed that empowerment and development of staff were key reasons behind distributing leadership, in addition to promoting school effectiveness. Harris (2005) states that by allowing teachers to work as a collective it provides them with a legitimate source of authority. This is demonstrated in some of the opportunities that are created for the teachers in their schools to grow and develop. It was evident that the principals felt that by distributing leadership staff felt empowered to take action and it enhanced their performance. In some areas it appeared that although empowerment was fostered it still took the form of a top-down approach to distributed leadership. It was also evident that the principals believed that it was important to capacitate teachers to lead for the benefit of the school and for the benefit of the teachers themselves. This

corroborates the findings of Harris (2005) who indicated that collegial norms amongst teachers contribute to school effectiveness.

The principal of Perseverance Primary felt that teachers don't always understand the extent of their capabilities as he said:

> *…they think that they don't have those abilities to lead and to guide apart from the learners and sometimes you need to tell them, as part of building them and developing them in the school and in the roles they take on.* (Mr Andries)

Similarly the principal of Mzanzi Primary stated:

> *…we allow teachers to participate freely and we also promote the teachers' suggestions if they are relevant and by so doing we are actually promoting teachers to be leaders and we train them as leaders … and independent teachers.* (Mr Shazi)

The principal of Ulwazi Primary also agreed that teachers must be encouraged in a non-coercive manner. She said:

> *You need to get teachers to take on leadership roles in a way that shows them that you are not coercing them to do things. Show that you have confidence in them and then you will find wonders because they have talents but at times teachers will withdraw talents if they feel that you are too much of a master.* (Mrs Myeni)

She went on to explain:

> *Through me educators will make announcements and they share about their success in their classroom as well. I think just working together helps a lot. I also invite speakers from outside to talk to the teachers and even the support staff which is for their development, for example on financial management and other matters.  So I think what happens here is that people learn to take up leadership roles.* (Mrs Myeni)

Many of the level one teachers indicated that they experienced personal growth when engaging in further leadership roles.

A teacher of Perseverance Primary stated:

> *When they choose Grade Heads, you are called in and you are asked if you would like to take on this rule. You can say no if you want to. If you are not up to it you can refuse but in most cases, teachers who are given the opportunity take it on because I feel that it is personal growth.* (Mrs Francis)

Mrs Francis went on to explain:

> *As a Grade Head I grew so much personally and professionally. I was so much more confident and bold. Sometimes you feel you are not good enough and you don't want to do anything but when I did, I feel as though I've grown tremendously in so many ways.* (Mrs Francis)

Another teacher from Perseverance Primary stated:

> *I think that the benefits of leadership will help us in our future careers. Each of us here may be aspiring to achieve a certain level in our careers through promotion so having these opportunities will only increase our chances or get us to achieve what we aspire to be.* (Mrs Paddy)

The HOD of Perseverance Primary stated:

> *It allows for their personal growth and for their experience to ensure that they are efficient all round.* (Mrs Bachoo)

A teacher of Mzanzi Primary stated:

> *Sometimes when you are given a duty or you volunteer to do a job it helps you to improve your leadership skills. As a leader you may be autocratic as you can treat teachers at the same level you treat learners. You learn from these roles that you need to share and you need to be democratic when you are dealing with teachers, you don't just impose.* (Mrs Mbabane)

The principal of Perseverance Primary

When it comes to the activities like sport the teachers gain confidence in themselves. Each time they take learners out; the learners excel and win competitions. The teacher is empowered and grows with the whole thing. *(Mr Andries)*

A teacher at Ulwazi Primary:

*I have grown in so many ways. If I look at extra-curricular, there is coaching and administration. I am engaged in all aspects. In terms of admin I set the calendars and the programmes. The coaching is done by the staff the whole year.* (Mrs Thabane)

From all of the above it was evident that teachers saw the following as benefits of leadership opportunities: it allows them to grow, to develop confidence in their abilities, to extend the learners and win accolades for the school, it allows them to improve their leadership skills and prepares them for future career changes such as managerial positions.

**4.2.3.2 PARTICIPATION OF TEACHERS IN DECISION-MAKING**

The study revealed that the principal shared the responsibility of decision-making closely with the deputy principal and the HOD's. Evidence also indicated that level one teachers were also involved in decision-making, but to a limited degree. The South African Standard for Principalship (2005) highlights the role of the principal in developing and empowering all staff by involving them in decision-making. There seemed to be a marked difference in the extent of decision-making undertaken by the level one teachers at Ulwazi Primary as compared to the level one teachers of Mzanzi and Ulwazi Primary. The teachers in Mzanzi Primary and Ulwazi Primary seemed to engage more in decision-making together with the SMT through wide consultation.

MacBeath (2005) refers to this process of making decisions through consultation as the process in which the head listens to other teachers but holds the right to make decisions. At Ulwazi Primary although teachers were given the opportunity to participate in decision-making through existing structures, all the decisions taken at Grade-level, in the various committees and in terms of the extra-mural programme, were ratified by the SMT and finally by the principal who is ultimately accountable. It

was evident that the teachers from two of the three schools were fully involved in decisions concerning the extra-mural programme. This evidence corroborates Khumalo and Grant's (2008) study where they found in their quantitative study, that teachers participated far more in planning and decisions about extra-mural activities as compared to other areas.

The data generated in this study refuted Wadesango's (2012) claim that most teachers were not consulted on critical issues and that unilateral decisions made by the heads, suffered a low success rate, as teachers were not motivated to implement them.
The HOD of Perseverance Primary described the different areas where the teachers are involved in decision-making:

> *At the grade meetings a lot of input comes through the minute books which the SMT looks at thereafter. At the School Improvement Plan Meeting the staff get together and come up with various suggestions to move the school forward. These suggestions are then looked at by the SMT.* (Mrs Bachoo)

The principal of Perseverance Primary explained further:

> *… it is important for it to be bottom-up and also top-down. In this way, we can sit down and evaluate the decisions proposed by the teachers and evaluate and make informed decisions...* (Mr Andries)

The principal of Ulwazi Primary stated:

> *Yes they do participate because if there is an issue at this school it is not just the SMT who will come together and say this is the answer. So although as the SMT we come to a point where we say this is what must happen but when we go to the teachers we ask for their input. It is democratic to a certain extent but you also cannot have democracy if you don't have guidelines. We also have continuous meetings like staff meetings where staff are given the opportunity to share their views as well. In this way there is constant communication between staff and management.* (Mrs Myeni)

The principal of Mzanzi Primary stated:

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> *We try to involve teachers in decision-making but when it comes to decisions we try to see whether it is educative or not. You will find that these days, those who are unionised may put something forward that favours certain stakeholders only, like finishing school early on Fridays and in these cases we have to say, No- that will not work.* (Mr Shazi)

The HOD of Mzanzi Primary explained how their teachers are involved in decision-making:

> *As the SMT when we have matters to decide we give the teachers time to decide. They are allowed to make decisions in this school in many matters... it is mainly their decisions in many matters, we just support.* (Mr Shazi)

One teacher, refuted the above claim to a certain extent. She said:

> *Sometimes they (SMT), try to impose their decisions but we teachers say we need a meeting and try to crush their decision (like no teachers are allowed to have their cell-phones in the classrooms). But in the end we come to common ground and we sort out everything.* (Mrs Langa)

Another teacher of Ulwazi Primary said:

> *As a Union leader, once a month we have meetings with the principal, where we sit down and discuss issues...and come together to come up with solutions.* (Mr Shabangu)

From the above it is clear that although teachers are given the opportunity to participate in decision-making, there are limitations imposed by the SMT. The SMT opens up discussions on various matters, giving teachers opportunities to air their views, however, the final decision seems to be the prerogative of the SMT. The fact that teachers are consulted, refutes the claim made by many studies on distributed leadership, that decision-making occurs in a top-down manner. It is evident, however, that decision-making occurs in a somewhat restricted manner. It seems as though principals are aware of teachers who may endeavour to make decisions in the

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teachers' interests and not the interests of all the stakeholders. The influence of the Unions on decision-making was also brought up; however, it was not one that was pursued in this study. It was evident, however, that in some schools the Unions can have a greater say in decision-making than in other schools. It was evident that both the teachers and the SMT looked for the so-called "common ground" when it came to decision-making.

### 4.2.3.3 ASSISTING TEACHERS OUTSIDE THE SCHOOL

In Ulwazi Primary, as well as Mzanzi Primary it was evident that the teachers were engaged far more in assisting teachers from other schools. The teachers at Ulwazi Primary, the quintile five school, only used to work in clusters when it was deemed necessary by the Department of Education. The HOD of Perseverance Primary stated:

> *Previously we used to have clusters where some of our teachers used to co-ordinate and that was quite a good opportunity for leadership but now with CAPS with all the time constraints it is very difficult for our teachers to meet teachers from other schools and work together.*
> (Mrs Bachoo)

The teachers at Ulwazi Primary and Mzanzi Primary are engaged in many supportive roles with other schools and community organisations. According to Gunter (2005, p. 56) this type of distributed leadership is democratic in nature "where the emphasis goes beyond the school as a public institution in a wider democratic setting."
According to the principal of Mzanzi Primary:

> *There are two out of 33 teachers whose life is about helping other teachers. He travels all over helping teachers with their studies as he was requested by the University of South Africa (UNISA) to assist. He also helps the University of Free State. His work is very beneficial to a lot of teachers. The other teacher which we have is a professional coach for the South African Football association (SAFA) and he goes to other schools and empowers others. Teachers in our school also co-ordinate some cluster committees.* (Mr Shazi)

The teachers at Mzanzi Primary also stated that they invite teachers from other local schools to join the coaching clinics held at their school by oversees coaches. This

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would indicate a responsibility to social justice, as by this means the empowerment of teachers would result in the development of their learners. This favour is also returned to Mzanzi Primary as teachers from another local school also came to their school to capacitate the teachers to teach the learners how to play Chess.

The Principal of Ulwazi Primary stated:

> *Many schools do not have libraries, some do not enter competitions, so we do invite other schools to come through or they ask, Perseverance we just want to see how you do it?* (Mrs Myeni)

This type of cross-school collaboration, for the common public good is described by Gunter (2005, p. 56) as providing a means to shift one's gaze "beyond the instrumentality of organisational goals" This indicates that the teachers do not only consider the goals or aims of their school but are involved in social responsibility activities to uplift other schools. In so doing, the community is uplifted in a broader perspective and the ideals of democracy are addressed.

## 4.3    CHAPTER SUMMARY

This chapter focused on the analysis, findings and discussion of the data generated from the semi-structured interviews. The data was presented under themes that became apparent during the study of the interview transcripts. A discussion of the data and the related findings were then presented, in terms of Gunter's (2005) categories of distributed leadership and Grant's (2008) 'Zones and Roles Model' of teacher leadership.

The focus of the next chapter will be on the main conclusions and recommendations of the study.

# CHAPTER FIVE

# SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

## 5.1.    INTRODUCTION

The previous chapter dealt with the analysis, findings and discussion of the data. In this chapter three issues are focused upon. Firstly, a summary of the study is presented. Secondly, conclusions are made based on the findings emanating from an in-depth study of the data generated. Thirdly, significant recommendations arising from the findings will be articulated. The conclusions and recommendations have emerged in relation to the aims and objectives as well as the critical questions of this study.

## 5.2.    SUMMARY OF THE STUDY

Chapter one provided a general background and orientation to this study. The rationale, motivation and significance of this study were elucidated. It was explained that from my professional experience, I found that many South African schools still did not practice leadership in a democratic way as espoused by the laws and policies in place. These democratic principles have been reflected in the following policy documents: *South African Schools Act 84 of 1996, National Education Policy Act of 1996; Policy on the Minimum Requirements for Teacher Educational Qualifications* (2011); and the *Employment of Educators Act 76 of 1998*, hence there was a need for exploration in this area. The aims, objectives and the critical questions underpinning this study were expounded in this chapter. Collectively, this study set out to seek answers to the following questions:

- What are the patterns of distributed leadership practiced in schools?
- What factors contribute to the shaping of particular patterns of distributed leadership?

- How do the patterns of distributed leadership influence the enactment of teacher leadership? This was followed by a clarification of the key terminology used in the study to ensure a uniform understanding of the terms used. A brief outline of the research design and methodology to be employed was presented. The delimitations of the study were also presented.

Chapter two commenced with the exposition of the theoretical framework that underpinned this study, namely, Gunter's (2005) Distributed Leadership Theory and Grant's (2006) Teacher Leadership Model. Gunter's (2005) model of distributed leadership theorises leadership as being dependent on power sources and interactions. Gunter (2005) identifies the following characterisations of distributed leadership, namely authorised, dispersed and democratic. Gunter's (2005) category of authorized distributed leadership operates within a hierarchical organisation system where the head distributes work to others, which is a form of delegated leadership. As opposed to authorised distributed leadership, dispersed leadership, takes place "without the formal working of a hierarchy" but through the pursuit of individual interests or consensus building around shared beliefs in a community (Gunter, 2005, p. 52). In the category of democratic distributed leadership, the emphasis goes beyond the school as a public institution in a wider democratic setting where leadership occurs for the common and public good. Grant (2006) presents a model of teacher leadership where teacher leadership is categorised into four zones namely, leadership in the classroom; working with other teachers and learners outside the classroom in curricular and extra-curricular activities; leadership outside the classroom in whole school development and leadership between neighbouring schools in the community.

Thereafter, I provided a review of the international and national academic literature, in the field of educational leadership and management, with the focus remaining specifically on distributed leadership. The review adopted a thematic approach to discuss the issues associated with distributed leadership i.e. Shared, collaborative and collegial leadership; Emergent distributed leadership; Restricted leadership; Factors that influenced the patterns of distributed leadership; Factors that create barriers to distributed leadership and Forms of enactment of leadership.

In chapter three I provided a description and discussion of the research design, methodology and research methods that underpinned this study, of patterns of distributed leadership in three primary schools. The research design and methodology allowed for the discovery of answers to the key research questions. The chapter commenced with the delineation of the research paradigm. This was followed by a description of the methodological approaches used. The study adopted a qualitative approach. The qualitative approach allowed me to conduct an in-depth study in distributed leadership in different contexts, as distributed leadership is a complex phenomenon that cannot be studied in isolation. The research methodology employed to answer the research questions was that of a multi-site case study. The process of data generation took the form of semi-structured interviews and focus group interviews. Denscombe (2003) indicates that answers to semi-structured interviews are open-ended and the interviewee can develop ideas and speak more widely on issues raised by the researcher. Adaptations of the questions also became necessary within the same category of participants, as the study was conducted in different contexts. The rationale for the use of purposive sampling was thereafter presented for the selection of the three primary schools, one quintile two school, one quintile three school and one quintile five school. A description of each of the case study schools and the participants was also provided in order to provide the reader with background information of the participants and to clarify the contexts of the case study schools. The chapter was concluded with a statement of the limitations and a discussion of the issues around trustworthiness and ethical considerations.

Chapter four focused on the analysis, findings and discussion of the data generated from the semi-structured interviews. In order to facilitate the discussion in an organised and systematic manner, the data was separated into the various emerging themes. The data was presented under themes that became apparent during the study of the interview transcripts. The first theme emerged, was *the delegation of leadership roles*. The second theme that emerged was *teacher volunteerism in taking on leadership roles* and the third theme was the *constitution of teams.* A discussion of the data and the related findings were then presented, in terms of Gunter's 2005 categories of distributed leadership and Grant's (2008) 'Zones and Roles Model' of

teacher leadership. *Verbatim* quotations of the participants were included to substantiate the arguments and discussions.

## 5.3 CONCLUSIONS

This dissertation set out to explore the patterns of distributed leadership in three primary schools in KwaZulu-Natal. Through semi-structured interviews with the three principals and three heads of department, as well as focus group interviews with four teachers from each school, the patterns of distributed leadership were explored. In-depth discussions on the findings were presented and conclusions informed by the findings drawn were thereafter discussed.

### 5.3.1   PATTERNS OF DISTRIBUTED LEADERSHIP

In terms of the patterns of distributed leadership what I see happening is that the patterns seem to be falling into categories or compartments that Gunter (2005) describes as Authorised, Dispersed and Democratic. However, these categories are not completely independent of each other in that they should not be looked at as strict compartments. I conclude that authorised leadership is the dominant category that prevailed in all three of the case study schools. It became apparent that members of the SMT do "push work down the line by delegating duties and responsibilities to a large extent. Teams and committees are prevalent in all the case study schools; however, they operate "within a hierarchical organisation" Woods (2004, p. 6). Although leadership in the three schools is largely authoritative, it is not exclusively so, as more emergent forms of leadership are occurring in the form of volunteerism. I can therefore conclude that in terms of Gunter's categories, the lines seem to blur at times in the three schools, between authorised and dispersed leadership. Although there is delegation, there is also, within that delegation, initiative by teachers to take on some of that leadership. I can also conclude that Gunter's (2005) category of democratic distributed leadership also occurs in schools where the emphasis goes beyond the school as a public institution, in a wider democratic setting. Teacher leaders have the ability to engage in social responsibility projects beyond the school,

addressing the wider democratic ethos of the *Constitution of the Republic of South Africa* (1996).

Gunter's (2005) classification seemed to work as it was written in a developed context whereas these schools in South Africa are clearly in a developing context. So there could be patterns emerging where Gunter's typology should not be seen as closed compartments but they should rather be seen as a continuum where there is a very restricted form of distributed leadership on the one hand and a very democratic form of teacher leadership on the other. Teacher leadership is seen as occurring on this continuum.

## 5.3.2  FACTORS THAT SHAPE THE PARTICULAR PATTERNS OF DISTRIBUTED LEADERSHIP

I can also conclude that several factors within the school, shape the particular patterns of distributed leadership. If a school has a collaborative culture and a favourable climate it leads to the successful implementation of distributed leadership. If the culture of schools are conducive to distributed leadership, then teachers are made aware of leadership opportunities and they feel free to initiate new ideas and develop their skills in an environment of trust and support.

I can also conclude that teachers having time to engage in leadership activities is a factor that can promote distributed leadership activities or pose a barrier limiting the enactment of distributed leadership. If teachers are to be successful at their various leadership portfolios then adequate provision must be made for allocation of time for leadership activities. Another factor that affects the enactment of distributed leadership is the issue of trust. I can conclude that an environment of openness and trust, promoted by the SMT, would enable distributed leadership to thrive. Teachers must be trusted to engage in leadership activities without constant interference by the SMT. Although control mechanisms must be in place, constant meddling must be avoided as it could hamper the progress of teachers engaging in leadership activities, in and beyond the classroom. The organisational structure of schools does not occur in a purely bureaucratic manner, as there is evidence that the organisational structure of the schools studied, is more flattened and allows for more collaborative leadership. I conclude that the enactment of distributed leadership allows for teachers without any

formal leadership designation to engage in leading and managing schools thus devolving the bureaucratic ethos of school in general.

### 5.3.3 THE INFLUENCE OF DISTRIBUTED LEADERSHIP ON TEACHER LEADERSHIP

In terms of the manner in which distributed leadership influences teacher leadership, I conclude that the enactment of distributed leadership does impact teacher leadership in that when leadership is enacted in a distributed manner it empowers teachers and gives them the opportunities to participate in decision-making. By participating in decision-making, teachers may feel that they are making a valuable contribution to the institution. This could result in enhanced work performance and capacitate teachers to contribute in a motivated manner in terms of leadership. This legitimate source of authority experienced by teacher leaders enables them to develop their leadership skills and their organisational and administrative skills. In this way teachers are able to contribute to school effectiveness. By gaining greater experience in leading and managing, teachers can establish their career-path as well. They can develop enough confidence to apply for managerial positions such as HOD, Deputy Principal and Principals.

### 5.4 RECOMMENDATIONS

In response to the research question of how the patterns of distributed leadership are practiced in schools, I recommend that principals endeavour to adopt a more dispersed form of distributed leadership by flattening the prevalence of hierarchical structures. The category of democratic distributed leadership can also be promoted by the Department of Education in a wider socio-economic setting. Teachers must be given more opportunities to engage in leadership activities beyond the school. Cluster groups focus mostly on the curriculum. I therefore recommend that these cluster groups should extend beyond the curriculum into areas such as extra and co-curricular activities as well.

In terms of the factors that contribute to the shaping of particular patterns of distributed leadership, it is recommended that teachers be given some time in the school day to engage in collaborative activities such as creative interaction and

deliberation within their teams or committees. The UK implemented PPA remodelling initiative, (Moyo 2010), can potentially create this time for teachers to engage in leadership activities. Principals and members of the SMT must endeavour to foster a collaborative culture and a favourable climate as it leads to the successful implementation of distributed leadership.

I also recommend that the SMT give teachers adequate opportunities to participate in decision-making so that teachers are able to take "ownership" of decisions made and work towards its fruition. It should not be taken for granted that all principals are fostering democratic ideals and distributing leadership as expected by the education policies. Principals should therefore be capacitated to distribute leadership and should be held accountable for the decentralisation of power by putting procedures and processes in place by the Department of Education. This would help to make principals more effective in extending leadership roles and responsibilities to teachers.

In terms of how the patterns of distributed leadership influence the enactment of teacher leadership, it is recommended that the department of education conduct workshops at schools, for the teachers as well as the SMT, on teacher leadership in order to capacitate teachers to engage successfully in leadership activities. In-service training in education, leadership, management and policy, should be conducted to prepare teachers for their diverse portfolios. I recommend that academics in the field of education leadership, management and policy be contracted by the Department of Education to engage in this training. Teaching programmes at undergraduate and post-graduate levels should also introduce the concept of teacher leadership to capacitate teachers to develop their leadership skills and to manage their leadership portfolios.

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LETTER TO THE PRINCIPAL/SCHOOL GOVERNING BODY REQUESTING PERMISSION TO CONDUCT RESEARCH

| | |
|---|---|
| 10 Kingdon Road | Telephone: 031 4640100 |
| Malvern | Cellphone: 0747060519 |
| Queensburgh | eMail:pearlypillay13@gmail.com. |
| 4093 | |

Date:_____

The Principal/Chairperson of the School Governing Body

## REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I, Mrs Pearly Pillay, an educator and an education specialist, am currently completing my Degree of Master of Education (MEd) at the University of KwaZulu-Natal (Edgewood Campus). The title of my research is as follows:- Patterns of Distributed Leadership:  A Case Study of 3 Primary Schools in KZN. The purpose of this study is to investigate the patterns of *Distributed Leadership* in primary schools, and its influence (if any) on teacher leadership.

Since the onset of democracy in South Africa in 1994, the South African Constitution and education legislature have made provision for the democratic functioning of schools. These principles have been underpinned in the following policy documents: Policy on the Minimum Requirements for Teacher Educational Qualifications (2011); Employment of Educators Act 76 (1998); Norms and Standards for Educators (Republic of South Africa, 2000) and the South African Schools Act 84 (1996). Democracy in terms of leadership would therefore mean that one needs to function in a democratic way in schools, therefore school leadership should be enacted in a distributed way. As the Head of Department of a primary school, together with my fellow managers, I am faced with numerous challenges as well as possibilities with regards to the use of the distributed approach to leadership at our school, hence my motivation for conducting this educational research. By undertaking this study, I hope to gain a better understanding of the topic, increase the knowledge base on the topic and possibly improve the practice of distributed leadership at my school.

I wish to undertake a comparative study of 3 primary schools in different quintiles to ascertain how the context of schools may affect the enactment of distributed leadership. I have therefore selected your school in which to conduct my research as you fall under the category of Quintile ___ and are the most convenient for me in terms of locality. My research at your school will entail individual interviews with one senior manager and one Head of Department and a focus group interview with at least 6 post -level one teachers (2 from the Foundation phase, 2 from the intermediate Phase and 2 from the Senior Phase).

Furthermore, I wish to reassure you of the following:

- No Participant will be identifiable in any way from the research results.
- Your institution will not be identifiable by name in the research results.
- The research will not be conducted during school contact time.
- The school may withdraw from the study at any time.
- The participants may withdraw from the study if they so wish, at any time.
- A synopsis of the most important findings can be forwarded to your school upon your request.

I seek permission to conduct my research between the months of August and September 2013. I trust that my request will meet with your approval. Should you have any concerns about this study, please do not hesitate to contact my supervisor, Dr. Inba Naicker, a lecturer at the University of KwaZulu-Natal, Edgewood Campus. I thank you for your support and co-operation.

Yours sincerely

_____

Mrs. P. Pillay
Student No. 212558685

## *REPLY SLIP*

RE: <u>PERMISSION TO CONDUCT EDUCATIONAL RESEARCH (MEd)</u>

I, _____ (Principal of a Quintile __ Primary School), hereby, grant permission to Mrs P. Pillay to conduct educational research at my school.

Yours sincerely

_____                                                    _____
PRINCIPAL                                                                                    DATE
<div align="center">SCHOOL STAMP</div>

APPENDIX B

LETTER TO THE TEACHER (LEVEL 1) REQUESTING INFORMED CONSENT TO BE A RESEARCH PARTICIPANT

10 Kingdon Road                                  Telephone: 031 4640100

Malvern                                          Cellphone: 0747060519

Queensburgh                                       eMail:pearlypillay13@gmail.com.

4093

Date:_____


Dear _____ (Possible Research Participant)


**REQUEST FOR INFORMED CONSENT TO CONDUCT A FOCUS GROUP INTERVIEW.**

I, Mrs Pearly Pillay, a Deputy Principal, am currently completing my Degree of Master of Education (MEd) at the University of KwaZulu-Natal (Edgewood Campus). The title of my research is as follows:- Patterns of Distributed Leadership:  A Case Study of 3 Primary Schools in KZN. The purpose of this study is to investigate the patterns of *Distributed Leadership* in primary schools, and its influence (if any) on teacher leadership.

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for conducting this educational research. By undertaking this study, I hope to gain a better understanding of the topic, increase the knowledge base on the topic and possibly improve the practice of distributed leadership at my school.

I wish to undertake a comparative study of 3 primary schools in different quintiles to ascertain how the context of schools may affect the enactment of distributed leadership. I have therefore selected your school in which to conduct my research as you fall under the category of Quintile ___ and are the most convenient for me in terms of locality. My research at your school will entail individual interviews with one senior manager and one Head of Department and a focus group interview with at least 6 post-level one teachers (2 from the Foundation phase, 2 from the intermediate Phase and 2 from the Senior Phase). I am therefore appealing to you to be a participant in my focus group interview as your input would be extremely valuable. I wish to conduct my research between the months of August and September 2013. I will conduct just one focus group interview with you and your colleagues and I assure you that this interview will take no more than an hour.

Furthermore, I wish to reassure you of the following:

- Your participation will not be revealed in the report writing, nor will it be revealed in the dissemination of the findings.
- Your participation will be completely voluntary.
- Your institution will not be identifiable by name in the research results.
- The research will not be conducted during school contact time.
- You may withdraw from the study if you so wish, at any time.

I thank you for your support and co-operation.

Yours sincerely

_____

Mrs. P. Pillay
Student No. 212558685

<p align="center">***REPLY SLIP***</p>

<u>For Attention:</u>  Mrs. P. Pillay


RE: <u>PERMISSION TO CONDUCT EDUCATIONAL RESEARCH (MEd)</u>


I, _____ (full name) hereby confirm that I understand the contents of this document and the nature of the research study and I consent to participating in the focus group interview. I understand that I am at liberty to withdraw from the research project at any time, should I so desire.


Yours sincerely


_____                                                            _____
EDUCATOR                                                                    DATE
<p align="center">SCHOOL STAMP</p>

**LETTER TO THE HEAD OF DEPARTMENT REQUESTING PERMISSION TO CONDUCT RESEARCH**

| | |
|---|---|
| 10 Kingdon Road | Telephone: 031 4640100 |
| Malvern | Cellphone: 0747060519 |
| Queensburgh | eMail: pearlypillay13@gmail.com. |
| 4093 | |
| Date:_____ | |

The Head of Department

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH**

I, Mrs Pearly Pillay, a Deputy Principal of a primary school, am currently completing my Degree of Master of Education (MEd) at the University of KwaZulu-Natal (Edgewood Campus). The title of my research is as follows: Patterns of Distributed Leadership:  A Case Study of 3 Primary Schools in KZN. The purpose of this study is to investigate the patterns of *Distributed Leadership* in primary schools, and its influence (if any) on teacher leadership.

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better understanding of the topic, increase the knowledge base on the topic and possibly improve the practice of distributed leadership at my school.

I wish to undertake a comparative study of 3 primary schools in different quintiles to ascertain how the context of schools may affect the enactment of distributed leadership. I have therefore selected your school in which to conduct my research as you fall under the category of Quintile ___ and are the most convenient for me in terms of locality. My research at your school will entail individual interviews with one senior manager and one Head of Department and a focus group interview with at least 6 post -level one teachers (2 from the Foundation phase, 2 from the intermediate Phase and 2 from the Senior Phase).

Furthermore, I wish to reassure you of the following:
- No Participant will be identifiable in any way from the research results.
- Your institution will not be identifiable by name in the research results.
- The research will not be conducted during school contact time.
- The school may withdraw from the study at any time.
- The participants may withdraw from the study if they so wish, at any time.
- A synopsis of the most important findings can be forwarded to your school upon your request.

I seek permission to conduct my research between the months of August and September 2013. I trust that my request will meet with your approval. Should you have any concerns about this study, please do not hesitate to contact my supervisor, Dr. Inba Naicker, a lecturer at the University of KwaZulu-Natal, Edgewood Campus.
I thank you for your support and co-operation.
Yours sincerely

_____
Mrs. P. Pillay
Student No. 212558685

*REPLY SLIP*

Mrs. P. Pillay

RE: PERMISSION TO CONDUCT EDUCATIONAL RESEARCH (MEd)

I, _____ (Principal of a Quintile __ Primary

School),

hereby, grant permission to Mrs. P. Pillay to conduct educational research at my
school.

Yours sincerely

_____                                               _____
PRINCIPAL                                                              DATE
                                   SCHOOL STAMP

**INTERVIEW SCHEDULE 1**

**INTERVIEW SCHEDULE: PRINCIPAL**
**(Proposed Time: ± 30min)**

<u>**TITLE**</u>: Patterns of Distributed Leadership: A Case Study of three schools in KwaZulu-Natal.

**1. <u>Biographical Information:</u>**

**1.1. Age:** _____     **1.2. Gender:**

_____

**1.3. Qualifications:**

_____

**1.4. Work Experience (Number of years involved in Education):**

_____

**2.     <u>Patterns of Distributed Leadership</u>**

**2.1. How do you get teachers in your school to take on leadership roles? Kindly elaborate.**

**2.2. Can you please tell me whether teachers take on leadership roles voluntarily in your school?  Please elaborate.**

**2.3. Kindly indicate some of the teams you have in your school and explain how these teams were constituted.**

**3.     <u>Factors that contribute to the shaping of distributed leadership.</u>**

**3.1. How do the policies of the Department of Education play a role in teachers taking on leadership roles in your school?**

**3.2. Would you say that the culture of your school promotes teacher leadership? If so, please explain.**

**3.3. What organisational structures does your school have in place to promote leadership? Explain.**

**3.4. Are teachers given time for collaborative activities? Please explain.**

**3.5. Do you trust your heads of department and teachers to be accountable for their leadership portfolios? Please elaborate.**

**4. The influence of distributed leadership on teacher leadership.**

**4.1. What would you say are the benefits of shared leadership to the teachers?**

**4.2. Are educators given the opportunity to participate in decision-making? Kindly elaborate.**

**4.3. To what extent, if any are your teachers involved in assisting teachers outside the school? Please explain.**

**INTERVIEW  SCHEDULE: HEAD OF DEPARTMENT**
**(Proposed Time: ± 30min)**

<u>**TITLE**</u>: **Patterns of Distributed Leadership: A Case Study of three schools in KwaZulu-Natal.**

**1. <u>Biographical Information</u>:**

**1.2. Age: _____**          **1.2. Gender: _____**

**1.5. Qualifications:**

_____

**1.6. Work Experience (Number of years involved in Education):**

_____

**2.   <u>Patterns of Distributed Leadership</u>**

**2.1. How do the senior managers share the responsibility of leadership with the heads of department?**

**2.2. How do you get teachers in your school to take on leadership roles? Kindly elaborate.**

**2.3. Can you please tell me whether teachers take on leadership roles voluntarily in your school?  Please elaborate.**

**2.4. Kindly indicate some of the teams you have in your school and explain how these teams were constituted.**

**3.   <u>Factors that contribute to the shaping of distributed leadership.</u>**

**3.1. How do the policies of the Department of Education play a role in teachers taking on leadership roles in your school?**

**3.2. Would you say that the culture of your school promotes teacher leadership? If so, please explain.**

**3.3. What organisational structures does your school have in place to promote leadership? Explain.**

**3.4. Are teachers given time for collaborative activities? Please explain.**

**3.5. Do you trust your teachers to be accountable for their leadership portfolios? Explain.**

**4. The influence of distributed leadership on teacher leadership.**

**4.1. What would you say are the benefits of shared leadership to the teachers?**

**4.2. Can you give me some examples of the leadership roles, undertaken by your teachers, with regards to curricular and extra-curricular activities?**

**4.3. Are educators given the opportunity to participate in decision-making? Explain.**

**4.4. To what extent, if any are your teachers involved in assisting teachers outside the school? Please explain.**

**INTERVIEW SCHEDULE 3**

**FOCUS GROUP INTERVIEW SCHEDULE**
**(Proposed Time: ± 30min)**

**TITLE: Patterns of Distributed Leadership: A Case Study of three schools in KwaZulu-Natal.**

**1. Biographical Information:**

**2.3. Age:** _____          **1.2. Gender:**

_____

**2.4. Qualifications:**

_____

**2.5. Work Experience (Number of years involved in Education):**

_____

**2.   Patterns of Distributed Leadership**

2.1.  Does the SMT share the responsibility of leadership with the teachers at your school?  If so please explain how this is done.

2.2. Kindly indicate how teams operate in your school and explain how these teams are constituted.

2.3. Can you please tell me whether teachers take on leadership roles voluntarily/spontaneously in your school?  Please elaborate.

**3.   Factors that contribute to the shaping of distributed leadership.**

3.1. Would you say that the culture of your school promotes teacher leadership? If so, please explain.

3.2. What organisational structures does your school have in place to promote leadership? Explain.

3.3. Are teachers given time for collaborative/ leadership activities? Please explain.

3.4. Are you, as teachers, trusted to be accountable for your leadership portfolios or are you closely monitored? Explain.

**4. The influence of distributed leadership on teacher leadership.**

**4.1. What would you say are the benefits of leadership to you, as teachers?**

**4.2. Can you give me some examples of the leadership roles, undertaken by post level one teachers with regards to curricular and extra-curricular activities?**

**4.3. Are educators given the opportunity to participate in decision-making? Explain.**

**4.4. To what extent, if any are you involved in assisting teachers outside the school? Please explain.**

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# Dr Saths Govender

9 DECEMBER 2013

## LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

This serves to inform that I have read the final version of the dissertation titled:

'PATTERNS OF DISTRIBUTED LEADERSHIP: A CASE STUDY OF THREE PRIMARY SCHOOLS IN KWAZULU-NATAL' by P. Pillay, student no. 212558685.

To the best of my knowledge, all the proposed amendments have been effected and the work is free of spelling and grammatical errors. I am of the view that the quality of language used meets generally accepted academic standards.

Yours faithfully

---------------------------
DR S. GOVENDER
B Paed. (Arts), B.A. (Hons), B Ed.
Cambridge Certificate for English Medium Teachers
MPA, D Admin.

**APPENDIX F**

**Turnitin Originality Report**

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