

The enactment of Teacher  
Leadership  
in an urban primary school:  
A Negative Case

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## ABSTRACT

The purpose of this study was to gain an understanding of the enactment of teacher leadership within an urban primary school. My focus was to look at the factors that enhanced or hindered this enactment.

The research took the form of a case study which was conducted within the qualitative research paradigm. The study took place in an urban primary school in Pietermaritzburg, KwaZulu-Natal. The participants included three post level one educators. Data were collected by means of a multi method approach with techniques that included an observation schedule, semi- structured interviews, a focus group interview and self reflective journaling. Data were continuously analyzed throughout the research process using thematic content analysis and Grant's (2008) model of teacher leadership.

Findings from the research proved that the enactment of teacher leadership is still in its infancy at the case study school. Due to the fact that the school is still hierarchically controlled by an autocratic principal, the School Management Team (SMT) does not see the need to create the space for teachers to enact leadership. Teacher leadership is therefore restricted to the classroom and to teachers working with other teachers in curriculum and extra curriculum activities. Very little teacher leadership was evident in the area of whole school development neither in the case study school nor from the school leading into the community.

Barriers to teacher leadership included the autocratic leadership style of the principal, work overload, time constraints, lack of leadership opportunities created by the SMT and a culture of favoritism by the principal. Despite these many barriers, the aspiring teacher leaders showed high motivational levels to participate in leadership roles provided that the leadership at the school created the space for teachers to become leaders.

DECLARATION

I, GAEL LAWRENCE

Hereby declare that this research study, “*The enactment of Teacher Leadership in an urban primary school, a Negative Case*”, is my own work and all sources used or quoted have been indicated, acknowledged and listed in the references.

\_\_\_\_\_  
GAEL LAWRENCE

\_\_\_\_\_  
SUPERVISOR

Date \_\_\_\_\_

Date \_\_\_\_\_

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# CHAPTER 1

## INTRODUCTION

### **1.1 INTRODUCTION**

This chapter introduces the purpose of the study and the research problem underlying it. It outlines the research rationale, the key issues that will be explored in the study and a brief outline of what follows in the chapters that follow.

### **1.2 PURPOSE OF THE STUDY**

This case study is about the enactment of teacher leadership in an urban primary school and the negative effects it has on post level one educators. It looks at the motivational levels of the teachers that promote or impede this enactment.

### **1.3. BACKGROUND TO THE STUDY**

Due to the current changes within the South African educational system, change is inevitable, and how principals devolve their power and what stance teachers take in endorsing this change in schools is crucial. In view of the changes taking place in South African schools, no one person can manage and enact the required change. It therefore becomes apparent that principals, whilst initiating change have to invite the collaborative efforts of all stake holders to the podium for change. For change to take place meaningfully in schools, principals have to weave a solid path for the enactment of teacher leadership by letting go of their power in fair, meaningful ways with teachers engaging in active teacher leadership roles. Therefore, a different kind of leadership is required in South African schools. According to Thurlow, Bush and Coleman “changing the education system to meet South Africa’s present and future needs will not be easy” (2003, p.viii). Thurlow *et al* (2003) contends that the future depends on an educational system which develops the potential of all that are within it. There has to be the realization that leadership is not the “prerogative of and individual in a formal position of power” (Grant, 2006, p.55). This, therefore highlighting the importance of promoting teacher leadership.

I hold the views that change in leadership practice is the key to transformation in education, for these practices can hinder the development of teacher leadership roles within schools. Many South African schools are still led autocratically. Hence, “The legacy of this approach to leadership still lives on within South African schools” (Sterling and Davidoff, 2000, p.7).

This authoritarian style of leadership needs to be challenged where teachers work in an anti-authoritarian climate. I think that with relentless pressure and education the view that leadership means headship will pass.

For schools to be successful there has to be an internal devolution of power and the distribution of leadership within the concept of distributed leadership within a framework of collegiality and collaboration in schools. The theory of distributed leadership according to Coleman, is that it is “premised on the growing belief that leadership should and can be shared through an organization” (2005, pp.10-11). This is pivotal in forming self-managing schools (Stoll and Fink, 1996) where all teachers are given an opportunity to make informed decisions about the school. Transformation with regard to teacher leadership in our South African schools is happening at a snails pace and to reiterate what Fullan (2001) articulates that teachers are becoming bored, frustrated and burnt out. This results in teachers’ reluctance to take up teacher leadership roles because they see no change in school leadership practices. This results in teachers experiencing profound uncertainty and having to cope with reduced self esteem. Fullan (2001) further argues that leadership that is not understood or involves the teacher is bound to fail.

With the forming of new educational policies post 1994, South Africans were given an indication that schools, together with their leadership had to assume a degree of autonomy and responsibility for leading their schools in a manner that benefited both the teachers and learners. Despite the aims of educational reform in South Africa, teacher leadership is not being explicit in many South African schools, (see for example Grant 2006, Grant 2008, Singh 2007)) even though it is implied in policy and documents such as the *Norms and Standards for Educators* (2000) and the *Employment of Educators Act of 76 of 1998*. These new education policies call for an educator of a different caliber. The seven roles and competencies of educators as envisaged by the *Norms and Standards*(2000) indicates that a teacher must be seen as a :

“Learning mediator, interpreter and designer of learning programmes and material, leader programmes and materials, leader, administrator and manager, leader , administrator and manager, scholar, researcher and lifelong learner, community, citizenships and pastoral role” (2000, p. 47). The policy calls for teachers who have leadership skills within and outside the realm of their classes, it also calls for teachers to be proactive in decision- making. However, the policy remains silent as to what type of leadership should be enacted or how this policy enactment should happen. The question that needs to be answered now is, do educators have the ability to fulfill these roles and what role does senior management play in the development of the potential of educators as teacher leaders so as to meet the requirement of the policy.

The *Employment of Educators Act* (1998) outlines the core duties of educators with one of them being that teachers need to take up leadership roles with respect to their subject matter, their learning area and their phase. However, a weak link in this policy is that it does not state as to what type of leadership is required; it simply alludes to the fact that the role has to be in line with a “subject head”.

Little provision is made in the policy for teachers to take up leadership roles outside of their class rooms in the attempt to improve teaching and learning. I believe that if our South African policies do not properly define the enactment of teacher leadership or explain how it can be enacted, then our vision of the enactment of teacher leadership becoming a reality may well not materialize in schools, thus becoming a distant dream.

For teachers to take on these leadership roles as set out in the South African policy there has to be a symptomatic crumbling of the hierarchical relationships between the School Management Team (SMT) and the teachers in schools. Post apartheid South Africa calls for a period of reconstruction and change, with a move towards a more distributed types of leadership where schools become more democratic and collaborative with flatter and self governing structures (Thurlow *et al* 2003). There has been an appeal by the *Norms and Standards for Educators* (2000) for principals of schools to move towards a more distributed style of leadership where the aim is to promote effective teaching and learning within schools which is based on agreed principles. What is needed in most South African schools is for teachers engage in leadership

roles that foster good relationships both within and beyond the walls of the classroom. It is important that in all schools teachers work ‘with’ principals and not ‘for’ principals.

One of the reasons why developing a more collegial approach in schools is important, is that the agenda for change that schools are now facing is simply far too complex and too big for a principal or even a management team to cope with on their own. I align myself with the view of Hoy and Hoy who state that “leadership is an instructional matter that should emerge freely from both the principal and the teachers” (2003, p.2), thereby suggesting that the principal alone is not responsible for the running of a learning organization.

I believe that there is a crisis at the level of the enactment of teacher leadership and the non devolution of power by principals to teachers in schools. Although both are in the embryonic stages of development there exists a glimmer of hope that democratic schools can be fostered were the principal is not located at the apex of the institution holding all the power. I believe the need for the enactment of teacher leadership is vital for the growth of the school and education in our country. I agree with Grant (2006, p.523 ) who states that “schools can no longer be led by a lone figure at the apex of the hierarchy” and that schools need to adopt a more collaborative culture with team teaching, an collective decision making in order for all to embrace teacher leadership within schools.

My vision for the enactment of teacher leadership in schools is for principals to develop a vision of empowerment that exemplifies a paradigm shift with the decisions made by those working more closely with the learners than those at the top of the pyramid. This I argue will create a reversal of the pyramid with decision - making occurring at the bottom, as the roles of the principal and the teachers as leaders are expanded. It is against this backdrop that I chose to explore how teacher leadership was enacted in a school.

#### **1.4.RATIONALE**

Research done by Vithal and Jansen on designing a research project states that a rationale serves as a statement of:

1. How the researcher came to develop an interest in the proposed topic
2. Why the research believes that the research topic is worth researching (2006. p.11).

As a member of the school management team (SMT) at my school, I developed a keen interest in the enactment of teacher leadership. The more I observed the way teacher leadership was handled at the school, the more I become interested in doing research at my school. It was important that I found out just exactly how teacher leadership was enacted and what enhanced and obstructed this enactment. Whilst immersing myself as a Master of Education student at the University of KwaZulu- Natal in a module on teacher leadership, I became interested in the concept which was relatively new to me. Although it was not a foreign concept in international research and in particular in the United States of America, the United Kingdom and Canada, it is a relatively new concept in the South African arena. However, it is slowly gaining interest and being researched by South African writers such as Grant (2006), Rajagopaul (2007), Singh (2007) and Ntuzela (2008).

I view teacher leadership as an up-and-coming concept within South African schools, a concept that most schools could use and benefit from. The research was worth doing because my findings of the research would enable me to fill a gap on teacher leadership in South Africa and contribute to further research on teacher leadership especially by addressing the factors that enable teacher leadership within schools and those that hinder its enactment.

As a SMT member, I hoped that this research would allow me to reflect on my own practices as a leader and to determine to what extent my own leadership style supported or blocked teacher leadership at my school.

I hope that the findings from my study will have some positive implications for teacher leadership within my school and schools in general. By so doing provide useful information to leaders in schools where they become aware of creating a school culture that will promote, support and enable teacher leadership.

It is my hope that the outcomes of this study may help formal leaders foster potential teacher leaders and further help to develop a new generation of teacher leaders. Through this research, I hope to encourage formal leaders to recognize and enhance supportive conditions whilst working to diminish the ones obstructing leadership and provide appropriate vehicles for teacher leadership. The work of formal leaders I believe is to allow teachers to engage more readily in leadership practices, especially in leadership practices that they have a flair for.

This is in keeping with what Harris says: “To achieve this potential, teachers need to work in a school that is creative, enabling and flexible, and the biggest influence is a teacher in the classroom. Every head must be the leader of these leaders. And the head’s greatest task is the motivation and deployment of their key resource” (2003, p. 314). Teacher leadership has many advantages in a school and, if practiced, teachers begin to have a sense of belonging with a view to ownership of the school, embracing the same vision that the principal holds. I hope that through this research teachers will begin to see themselves as leaders and become more aware of their roles as teacher leaders. Teachers need to reflect on their own teaching practices and examine ways in which they can improve on their leadership and the quality of teaching and learning in their schools.

From the above discussion my passion to promote the enactment of teacher leadership is evident, for I am fully aware of its advantages. In my opinion there clearly is a need to promote teacher leadership. I hold the same view as Hargreaves and Fullan (1992) and Katzenmeyer and Moller (2001) that the key to educational change is the teacher. Teachers needed to be used as agents of change in schools. There is indeed a gap between the policy that suggests that schools must be led in a more democratic style of leadership, with teachers being given the reigns to embrace leadership opportunities and practices that suggest that teacher leadership remains a pipe dream.

## **1.5. AIM AND RESEARCH QUESTIONS**

The aim of the study is to explore the enactment of teacher leadership within a school. In line with this aim my two research questions are:

1. How is teacher leadership enacted within an urban primary school?
2. What are the factors that enhance or hinder this enactment?

## **1.6. RESEARCH DESIGN AND METHODOLOGY**

I intended to illuminate the enactment of teacher leadership through the lens of an intensive case study where three post level one educators were researched over a period of six months.

Being based at the case study school, I felt that I was at an advantage to observe the social dynamics of the school, be they formal or informal ways that teacher interacted with one another. I aimed to collect my data by listening attentively to teachers as they spoke during focus group and individual interviews, by reading through their reflective journals and through observations of meetings held at the school. (staff meetings or in phase and grade meetings). I did not want to overlook pertinent issues and through a multi- method approach holed to gather much data to paint a rich picture on the enactment of teacher leadership. I used thematic content analysis and Grant's (2008) model of teacher leadership (see Appendix 11) to analyze my data.

## **1.7. THEORETICAL FRAMEWORK**

I used the theory of distributed leadership as a frame for my study. In practice, according to Harris and Muijs (2003), distributed leadership means giving teachers the opportunity to lead and to take responsibility for areas of change within their learning organization. Distributed leadership, according to Harris (2007), implies a redistribution of power and a realignment of authority within an organization. Spillane (2006) views distributive leadership within an organization as having multiple leaders. For Spillane "a distributive perspective is about leadership practice which is the joint interaction of school leaders, followers and aspects of their situation such as tools and routines which may either take place by design or by default" (2006, p.3). When leadership is distributed in a school the untapped potential of teachers is given the space to emerge in line with the shared vision of the school.

## **1.8. OUTLINE OF CHAPTERS**

In Chapter One, I introduced the research, giving the background to the study, the rationale, as well the critical questions and research design that guided the study. In Chapter Two, I review



international and local literature that I used to get a clearer picture of the concept of teacher leadership. This second chapter defines the key concepts related to the issue under my study namely: the notion of leadership and management, teacher leadership, as well as distributed leadership which I used as my theoretical framework. Chapter Three focuses on the research design and methodology. It provides a description and discussion of the research process. I include in the third chapter the design, the methodology, and methods as well as my reasons for my methodological choices. I also explain the methodological process that I chose in order to generate and analyze the data in response to my research questions. The chapter further looks at the ethical implications as well as the limitations of the study.

Chapter Four covers the presentations and discussions of the findings. It starts by giving the reader a profile of the three teacher leaders, followed by a discussion of issues that were raised in the various data sets. Lastly, Chapter Five presents the conclusion and recommendations that emerged in the study. In concluding this chapter I have present some suggestions for further research.

## **1.9 CONCLUSION**

The next chapter deals with the literature relevant to my study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

This chapter constitutes a literature review which draws from both international and local literature to examine how the concept of teacher leadership has been understood and what the factors are that enhance or inhibit teacher leadership in schools. The literature also reveals how and why teachers respond to teacher leadership the way that they do. This chapter also presents a brief discussion on educational reform in South Africa with a focus on leadership and management and teacher leadership in particular. The chapter includes a section on the conceptual framework of the study, namely distributed leadership. I also draw on the concepts of culture, collegiality, collaboration and trust in trying to understand how they can inhibit or enhance teacher leadership within a distributed leadership framework. Finally, this chapter sets up an argument that strongly supports teacher leadership as a way to improve teaching and learning in schools

I now move on to define the concept of leadership and management for I am of the opinion that, in order for one to understand the concept of teacher leadership, one first needs to have a clear understanding of ‘leadership’ and ‘management’.

#### 2.2 LEADERSHIP AND MANAGEMENT

##### 2.2.1 A traditional understanding of leadership and management

In order to understand the topic of, teacher leadership one needs to have a clear understanding of the terms leadership and management. The traditional view of leadership still regards leadership as headship, (Muijs & Harris, 2003; Grant, 2006) and that leadership is the sole responsibility of the principal. Grant (2008) in her writings on leadership equates it to a form of “headship” which is similar to the view that Muijs and Harris hold on leadership that being, leadership was “premised upon individual endeavor rather than collective action and a singular view of leadership continued to dominate”(Muijs and Harris, 2008, p.111).

In many South African schools, the principal as head is viewed as the sole leader and his or her rule centers on strict rules and regulations, with a division in power, and a rigid hierarchical authority, where he or she stands at the top of the pyramid of power (Grant, 2006). Within this traditional frame, the principal acts as the sole decision maker with little consultation with other staff members.

This is also an indication that “in most instances leadership is premised upon individual endeavour rather than a collective action” (Muijs and Harris, 2008, p.111). I am in total disagreement with this view and this dissertation works from the premise that leadership does not equate to headship. To emphasize my point I draw on the work of Gronn who states: “...whereas leadership denotes influence, headship on the other hand denotes authority and describes the exercise of authority by most senior role incumbent in an executive hierarchy. The confusion is caused therefore by the slippage in usage from the person who heads becoming cast as the person that leads” (2003, pp. 332-333).

In contrast to the traditional view, there is a realization that leaders are agents of change whose acts affect other people more than the way in which other people’s acts affect them (Spillane,2006). Ash and Persall (2000) are of the view that “there are numerous leadership possibilities and many leaders within the school and leadership is not role specific” (p, 16). They view the teacher as a leader and the principal as the leader of leaders. Previously principals took charge of all the administrative managerial and leadership tasks but, within the current educational context, these duties are becoming shared amongst members of staff who have the expertise to ensure that schools run smoothly and effectively. Therefore, formal leaders in schools must ensure that they empower their staff by allowing them to take on active leadership roles within schools.

I now go on to explore the relationship between the concepts of leadership and management as they are used in this study.

### **2.2.2. The relationship between leadership and management**

In our South African schools, leadership and management are of great importance as we take on the challenge to make our schools effective sites of teaching and learning. I argue that both concepts of leadership and management relate not only to those who hold formal management positions but to all educators in schools even if they are post level one educators in leadership positions to be creative and responsible leaders. I work from the premise that although leadership and management are not synonymous and have different role functions they cannot be separated because they complement each other and contribute equally to ensuring quality teaching and learning ( Davidoff and Lazarus, 1997).

These two concepts cannot be studied in isolation and although quite distinct in theory, are intertwined in practice, with each concept having a different set of operations or functions. I concur with the view of Davidoff and Lazarus that “we need to see the two concepts separately yet always in mutual context, we need to be able to differentiate their roles and purposes” (1997, p. 168).

I hold a similar view to that of Sterling and Davidoff that leadership and management overlap at performance levels, they work together, they are “two sides of the same coin” (2000, p.12). Louis and Miles referred to in Fullan (1991) make a distinction between leadership and management and emphasize that both are essential .They state that “leadership relates to mission and direction and inspiration. Whereas, management involves, “designing and carrying out plans, getting things done and working effectively with people” (in Fullan, 1991, pp.157-158).

The ability to maintain the balance between “movement and stability, challenge and safety” according to Davidoff and Lazarus, is the “art of facilitating a school to do the right thing at the right time, while management is the discipline that is required to ensure that the school does things right” (1997, p. 36). While leadership is linked to change and movement, management is seen as a maintenance activity (Bush, 2008) which works towards the stability and preservation of an organization (Astin and Astin, 2000). Although both these functions can be performed by one and the same person, leadership does not lie in the hands of the principal, but it has to be distributed to all stake holders within the organization. Grant in her work states that “it should be

seen as an activity in which all members of the educational organization engage” ( 2005, p.65 ). Louis and Miles, referred to in Fullan (1991), also make a distinction between leadership and management and emphasize that both are essential and state that “Leadership relates to mission and direction and inspiration. Whereas, management involves “designing and carrying out plans, getting things done and working effectively with people” (1991. pp.157-158)

It is evident that the differing interpretations of leadership and management are greatly influenced by professional culture. I am of the view that leadership and management influence all aspects of an educational institution, which in turn influences society. Against this backdrop both concepts are growing in stature in South African circles, although in line with Grant and Singh (2009), I believe that their complexity is misunderstood. In this period of reconstruction and change in South Africa, one has to be a leader who has vision, who is skilful and effective as well as a manager who is efficient and who has the capacity to ensure that all the ideals and goals of a school are successfully accomplished. Although leadership and management are not synonymous terms and have distinct roles, and functions they cannot be separated for they support and complement each other.

While a distinction between leadership and management is made, it is important to note that they are somewhat elusive concepts that are difficult to be precisely defined. I hold the view that the concepts of leadership and management must be looked upon as complimentary terms to each other. They go hand in hand because, “you cannot have one without the other” (Sterling and Lazarus, 2000, p. 170).

To sum up, Drucker and Bennis (cited in Sterling and Lazarus) state that “management is efficiency in climbing the ladder of success. Leadership determines whether the ladder is leaning against the right wall” (2000, p. 13).

### **2.2.3 Defining Leadership**

Before I discuss teacher leadership, the concept of leadership, as used in this study needs to be understood. Wasley (cited in Muijs and Harris, 2003, p.438) defines leadership as the “ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the

leader”, Katzenmeyer and Moller expand on this definition by stating that “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice” (2001, p. 5). Davidoff and Lazarus state that good leadership should be “visionary and purposeful” (1997, p. 168). In addition they hold the view that “leadership is an art. Good leaders need to have vision, imagination and passion about their calling, enthusiasm and commitment (Davidoff and Lazarus, 1997. p. 166). They further state that leaders need “to be perceptive, so that they know when to push, and when to hold back; when to direct, and when to let go; when to confront and when to leave the situation unchallenged” (1997, p.166). A definition by Muijs and Harris encapsulates the above definitions and encompasses a range of ideas. They state that, “Authority to lead need not be located in the person of the leader, but can be dispersed within the school in between and amongst people” (2003, p.437). Thus they argue that “Leadership is separated from person, role and status and is concerned with relationships and connections amongst individuals” (2003, p. 437).

Goleman argues that there are “many leaders not just one. Leadership is distributed. It resides not only on the hands of the individual at the top, but in every person at every level who in one way or another, acts as a leader” (2002, p. 14). Therefore, leadership is one of the most complex concepts in education, as Coleman (2003) suggests “leadership is complex and evolving and argues that it is likely to be “viewed differently in different cultures” (2003, p. 155). In line with this thought Bryant (1998, cited in Coleman 2003, p.155) states that “there remains much to be learnt about the cultural understandings of leadership...” Hopkins (1994) holds the view that the “link between leadership and culture is a strong one” and leadership can only take place in a school “where there are strategies that directly address the culture of the school” (1994, p. 77). Therefore an interaction between the leaders of the school and the teachers must create a culture that is open and inviting and in such an environment leadership and distributed leadership are likely to emerge. Muijs and Harris (2003) state that “effective leadership is generally accepted as a central component in securing and sustaining school improvement” (2003, p.437). It is clear from the above discussion that leadership is about transformation and leaders are the agents of change in situations where power is shared.

Katzenmeyer and Moller (2001) believe that teacher leadership is a catalyst for making the change that is required. In line with this, Bush (1999) calls for a more democratic model of leadership where there is a greater distribution of power.

Clearly it can be seen that there is no blueprint concerning the type of leadership that should prevail in any school. There is no “set of rules which if applied ‘makes’ a good leader” (Davidoff and Lazarus, 1997, p. 167). In line with this thought I agree with Gronn (2000, p.333) that whatever definition of leadership one chooses to adopt, its emphasis is on empowerment, a collective action and a shared agency which implies that all members of an organization can lead and that leadership is a form of agency that can be distributed.

#### **2.2.4. Defining Management**

For the purpose of this study I align myself with the work by Davidoff and Lazarus who state that management is about “holding the school, establishing certainty, confidence, and security for the organization, allowing rest and reflection” (1997, p. 169). Reinforcing this definition, Coleman (2003) states that management is equated with processes and structures. For Louis and Miles, management involves “carrying out plans, getting things done and working effectively with people” (1990, p.122). I am of the view that managers implement the vision of leaders. In line with this thinking, West- Burnham, argues that “management concerns the effective implementation of the vision” (1992, p. 102).

I am of the view that school managers focus on the establishment of a school environment in which effective teaching and learning can take place. It is the prime duty of managers in schools to design and oversee the way plans are carried out. Kotter states that “the job of managers is to use their influence and authority to get people to work productively” (1990, p.23). In most schools this can only be achieved by building team spirit, a sense of interdependence, collegiality and an environment where people begin to realize that it’s better to work as a team than as individuals.

One of the most important functions of a manager in any school is to “hold the organization together” (Davidoff and Lazarus, 1997, p.169). In line with this, they further state that it is the

function of the manager to “ensure that things are running smoothly, that structures are in place to support forward movement, that processes are contained, that the school is operating efficiently” (1997, p. 169). Whilst leaders make sure that the long term goals of the institution are achieved, it is the managers that oversee that the plans are carried out. Kouzes and Posner argue that “management is essential, but it really only achieves excellence if mixed with generous amounts of leadership” (1997, p.16).

I will now go on to discuss the theoretical framework in which my study is located, that of distributed leadership theory within a framework of collegiality and collaboration.

### **2.3. THEORETICAL FRAMEWORK: DISTRIBUTED LEADERSHIP**

The theoretical framework underpinning my research is that of distributive leadership theory. I align myself to the view that Spillane and Harris hold on distributive leadership that being distributed leadership involves “the interactions rather than the actions, of those in formal and informal leadership roles” (2008, p.31). I found this concept of leadership to be in direct contrast to the traditional view of leadership with leadership roles reserved only for those formally appointed into management positions (see Section 2.2.1). The emphasis today is that not only those that are employed into formal management position roles have the competence to lead. Instead all have leadership potential. Therefore, it is of importance that formal managers in schools realize this and engage in a type of leadership where all teachers in the organization are able to work together with a distributed leadership practice.

#### **2.3.1. DISTRIBUTED LEADERSHIP: DEFINING THE CONCEPT**

I concur with the understanding that the central focus of educational leadership is to guide a school in the delivery of effective teaching and learning. To ensure teacher leadership in schools, a different type of leadership from traditional leadership is required. A type of leadership which is conceptualized as a shared process that involves working and leading together in a collegial context. Spillane (2005) argues that leaders in schools do not single handedly lead schools to greatness. Principals in schools need to change their mindset and realize that “leadership is not located in the individual but is “an emergent property of a group or network of interacting individuals...” (Bennet, Harvey, Wise, Woods, cited in Gunter 2005, p.51).



According to Spillane, “a distributive perspective is about leadership which is the joint interaction of school leaders, followers and aspects of their situation such as tools and routines which may either take place by design or by default” (2006, p. 3). A shift from the traditional form of rule to a more distributed form of leadership is a pre-requisite in most schools, where an “openness of boundaries of leadership” prevails (Gunter, 2005, p.51).

Consequently leadership practice is not only the privilege of positional leaders but is rather ‘stretched over’ the work of both formal and informal leaders (Gronn, 2008). Hence, according to Hargreaves (2001) “the promise of sustainable success in education lies not in training and developing the tiny elite, but in creating entire cultures of distributed leadership throughout the school community” (cited in Harris and Lambert 2003, p.89).

Grant (2005) views distributive leadership as involving the distribution of leadership across the organization and concentrating on engaging expertise where ever it exists, rather through seeking it in formal or informal roles. According to Harris and Muijs distributed leadership embraces “multiple sources of guidance and direction” (2005, p.31). Therefore, it is imperative that principals elicit leadership from those around them who have the expertise and it is not dependent on who does what in the organization, but that it “takes the shape in the interactions of leaders, followers and their situations, which goes beyond individuals who have the responsibility for leadership roles” (Spillane, 2006, p.14).

I hold the same school of thought to that of Spillane, (2006), and Harris (2007) which suggests that a distributive leadership perspective views an organization as having multiple leaders (Harris, 2007) where leadership activities are widely shared within and between the members in an organization. Distributed leadership is first about leadership practice (Spillane, 2006) rather than leaders or the roles that they display. I argue for the fact that a distributed perspective moves away from the principal, to include all aspiring leaders in a school. In my opinion distributed leadership is premised upon a “fixed phenomenon” (Gronn, 2000, p.325). In addition, distributed leadership implies redistribution of power with different power relations within the school, with tasks shared openly thus creating possible opportunities for teacher leadership. This collaborative

effort becomes “greater than the sum of its individual parts or the individual efforts and moves beyond the superman and wonder-woman view of school leadership” (Spillane, 2006, p.3).

Having witnessed classroom based teachers leading and managing their learners in various contexts, I reiterate that for transformation in South African schools an all-inclusive leadership is required and not leadership conceptualized as headship. This is because the achievement of learners does not necessarily lie at the doorstep of senior managers but in the strengths of middle level leaders and teachers. Research done by Slilns and Mulford (2002) has shown that learner outcomes are most likely to improve where leadership sources are distributed throughout the school and where teachers are empowered in areas that are important to them. In contrast to the traditional notions of leadership premised upon individual management, distributed leadership is characterized as a form of collective leadership in which teachers gain expertise by working together. This form of leadership requires schools to “de-centre” the leader (Gronn, 2002, p.318) and to subscribe to the view that, “that there are many leaders, not just one. Leadership is distributed .It resides not solely in the individual at the top, but in every person at every level who in one way or another acts as a leader” (Goleman, 2002, p. 14).

This is similar to Gronn’s (2000, p.324) description of distributed leadership where it is viewed as “an emergent property of a group or network of individuals in which group members pool their expertise”. In this way, Gronn’s view on distributed leadership is that it has something that can be shared and which allows teachers that are not connected to formal management positions to lead. Gunter (2005) raises the question regarding what is actually distributed and whether it is merely a technical task or are authority, responsibility and legitimacy also distributed. Gunter’s view on distributed leadership is that it has “less to do with managerial efficiency and more to do with educational leadership working within a democracy” (2005, p.44). Grant (2006) and, Lieberman, Sax and Miles (1988) are of the view that distributed leadership is based on trust and requires heads of schools to relinquish their power. Leadership is therefore premised on power re-distribution moving from hierarchical to peer control. This results in leadership being seen as “fluid rather than located in specific formal roles or positions, blurring the distinction between leaders and followers” (Bennet, *et al*, 2003, p.6).

I hold the same view as Gunter (2005), together with Grant (2008) that schools that redefine leadership roles shift power relations within schools thereby allowing leadership to be “authorized, dispersed and democratic.” These are characterizations of distributed leadership which I used in the analysis of my study. I am of the view that these characteristics of distributed leadership are useful and I argue that they offer an apt framework to describe and analyze how the practice of leadership is distributed. According to Gunter (2005, p.51), distributive leadership is seen as *authorized*, is where work is “distributed from the head-teacher to others”. This is seen as an accepted form of distribution of leadership for it gives” status to a person to determine activity and to take action”. Therefore, in a school it is through the “delegation of the leader to the led”. Distributed leadership is also seen as *dispersed*. This is where “much of the work goes on in organizations without the formal workings of a hierarchy” (Gunter, 2005, p. 52). Dispersed distributive leadership, although similar to *democratic* leadership, focuses on promoting individuals through collective action. Although both are inclusive it is democratic leadership that has “open boundaries where formal leaders are acknowledge as well as well as leadership” (Woods, 2004 cited in Gunter, 2005, p. 56).

Looking at leadership being authorized is where the principal has positional power and authority and delegates tasks in a hierarchical system (Gunter, 2005).

These are delegated tasks, which are accepted by teachers. For Gunter (2005) a dispersed form of leadership takes on a more friendly approach without the hierarchy being present. It engages in a more bottom- up approach allowing teachers to be more autonomous and it allows for teacher leadership to be emergent. This type of leadership is more accepted because teachers foster good working relationships with colleagues and they share their expertise.

As Gronn states, this type of leadership centers on “spontaneity and intuitive working relationships” (2003, p. 318). Gunter further explains that “while formal structures exist with role incumbents and job descriptions, the reality of practice means people may work together in ways that work best” (Gunter, 2005, p.54). By redefining roles within a school, the power relations are shifted away from the heads creating flatter leadership structures. However, Spillane (2006) points out that distributed leadership is not necessarily collaborative and that it has the

flexibility to allow for both democratic and autocratic leadership, meaning that leadership can be either be distributed in a positive or in negative manner.

In summary, I reiterate the view that if all schools are to endeavour to offer effective teaching and learning then “leaders must be willing to relinquish their power to others and where the fixed leader follower dualism is abandoned in favour of the possibility of multiple emergent task focused roles” (Gronn, 2000, p.325). Within this distributed leadership framework, teacher leadership is but one manifestation where it is ideally seen as emergent rather than something that comes from the top in a delegated manner.

## **2.4. TEACHER LEADERSHIP**

Although the idea of teacher leadership is a fairly new concept within the South African education arena, it is beginning to gain strength as it emerges. This is because it offers the “potential and possibility for sustained improvement” (Harris and Lambert, 2003, p.130). It is about “teachers understanding the broader forces shaping their work and resisting domestication and not being dominated by outside authorities” (Gunter 2005, p. 34). Therefore, it becomes important for formal leaders to value the efforts of all members of staff and to recognize that “everyone has the potential and the right to work as a leader” (Harris and Lambert, 2003, p.99). According to Goleman, (2000), teacher leadership is solely concerned with the idea that all organizational members can lead and that leadership is a form of agency that can be shared or distributed. However, Muijs and Harris (2003) warn that leadership in many schools remains largely unchanged and perpetuate the view that leadership is equated to status, authority and position. Therefore, it becomes imperative that, within our South African context teachers become “aware of and take up informal leadership positions” (Grant, 2006, p. 516).

### **2.4.1. DEFINING TEACHER LEADERSHIP**

The current need for shared leadership has created many unanswered questions about how teacher leadership is defined, and what purpose it should serve. Simply looking at the varied definitions on teacher leadership in current literature indicates the vast difference in peoples’ perceptions of teacher leadership and how these roles, be they formal or informal, should be

filled. The extensive literature on teacher leadership demonstrates that it is difficult to come up with one common definition of the concept.

Various writers like Smylie (1995) Gunter (2005) Muijs and Harris (2003), Katzenmeyer and Moller (2001), all have their own views on teacher leadership; however they all link it to the concept of distributed leadership. Because of this lack of clarity Gunter warns that “teacher leadership is either dismissed as yet another label for continuing development or simply rejected because of the complexities of viewing teachers as leaders within a hierarchical school system where leadership responsibilities are clearly delineated” (2003, p.314). Therefore, in my opinion the argument held by Gunter reinforces the idea that a more distributive type of leadership within schools is necessary.

However despite this lack of clarity, these prolific writers tend to agree that in the first place teacher leaders are “expert teachers who spend the majority of their time in their classrooms but take on leadership roles when it is needed ” (Harris and Lambert, 2003, p. 43 ). Harris and Lambert hold the view that “teacher leadership improves learning and is based on the principals of professional collaboration, development and growth” (2003, p. 43).

Teacher leadership, in my opinion, refers to more than just positional leadership in schools. In my view it is about teachers taking up formal and informal leadership roles in schools to create a more stimulating and productive work environment. Katzenmeyer & Moller (2001) hold a similar view that teachers take on leadership roles that are either formal or informal which vary in nature in line with the differing school context. I believe that these roles can only contribute to the effectiveness of the school, thereby producing learners of a far higher quality.

As an effective starting point to my South African exploration of the concept of teacher leadership, I align myself to the definition of teacher leadership by two American authors, Katzenmeyer and Moller (2001), who state: “Teachers that are leaders, lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards educational practice” (2001, p.17). Within the South African context, I align myself with the definition of teacher leadership by Grant who suggests that teacher

leadership can be understood as, “a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal or formal leadership roles both in the classroom and beyond in areas of whole school development and community involvement” (2005, p. 416). In a later publication, Grant critically reflects on the definition and suggests that the concept of teacher leadership must include “teachers leading both in formal and informal leading in formal positions as well where 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” (2008, p.416).

With Grant’s definition of teacher leadership, greater emphasis is placed on informal leadership as opposed to formal leadership which contrasts with some of the international literature. I argue that, within the South African context and with the lack of enactment of teacher leadership in many schools, much emphasis is placed on traditional leadership roles where teachers have very little opportunity to bring about change, both within and outside their classrooms, thus the need for the emphasis on informal roles of teacher leadership.

Harris and Lambert (2003, cited in Harris and Muijs (2005, p.17) define teacher leadership as “a model of leadership in which teachers at various levels within the organization have the ability to lead”. Wasley (1991, p.64) defines teacher leadership as “the ability to encourage colleagues to change, so they do things that they wouldn’t ordinarily consider without the influence of the leader”. According to Katzenmeyer and Moller (2001) teacher leadership has three main facets: a) leadership of students or teachers, where teachers are facilitators, mentors, curriculum specialists; b) leadership of professional tasks, where leaders move towards the goals of the school; and c) leadership through decision-making or partnership, where teachers are members of different organizations (2001, p.5). In relation to capacity building with educators, Lambert (1998, p.156) looks at teacher leadership “being broad based with skilful involvement in the work of leadership”. Lambert suggests that this perspective requires two critical dimensions, one being a “broad based involvement- that involves many people in the work of leadership, like teachers, parents, pupils, the other being skilful involvement where leaders demonstrate a comprehensive understanding of knowledge and skills” (1998, p. 156).

Within schools teachers have taken on leadership roles without them even being aware of this. In addition, Harris & Muijs are of the belief that teachers have for a long time taken on leadership roles, however in these roles teachers often serve as “representatives of change rather than as leaders who enact or initiate change” (2005, p.16). This suggests that teachers are leaders, and have autonomy within their classrooms and therefore can only implement changes that are beneficial to their learners within their context. The simple but compelling idea that all “teachers can lead,” as suggested by Harris and Lambert (2003), is central to successful school improvement (p.130). To reinforce this view Barth, argues that if schools are to be seen as effective learning centers then “all teachers must be leaders”. Barth suggests that all teachers “harbour leadership qualities waiting to be unlocked and engaged for the good of the school” (cited in Harris and Lambert, 2003, p. 130).

From a South African perspective, Grant’s view is that the concept of teacher leadership is “relatively new, enabling teachers to view themselves differently together with their roles and responsibilities.

It includes teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust” (2005, p.65). Grant states that: “Teacher leadership disentangles itself from any presumed connection with headship, contributing to a community of teacher learners and leaders and influences other towards improved educational practice” (2005, p.65). This reinforces the fact that leadership within South African schools is critical to transformation and it no longer remains the task of a few but the responsibility of all. Principals must be prepared to relinquish their power to other stakeholders, such as teachers. There is no need for fixed leader – follower dualism. I argue in favour of Gronn’s (2000) view that these dualisms need to be abandoned in favour of multiple emergent task focused roles. Many teachers in schools in the USA have already taken on these active leadership roles, but do not categorize themselves as leaders (Katzenmeyer and Moller, 2001).

Within schools teachers as leaders are faced with many challenges and how they accept these challenges and deal with them is of utmost importance. Therefore the culture of the school together with the context becomes critical to the understanding of teacher leadership. Smylie

highlights the point that it “may be difficult to develop a teacher leadership to its full potential without also developing its contexts” (1995, p.5). Yukl offers the following viewpoint on the challenges that teacher leaders face. Yukl states that: “Teacher leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, it includes the process of facilitating individual and collective shared objectives with the ability of meeting future challenges” (1994, p.7). Thus, for teacher leadership to be effective it has to encompass a climate of “collegiality, mutual trust, support, enquiry and collaboration” for these contributing factors are at the “heart of teacher leadership” (Harris and Lambert, 2003, p.44).

In summary, Muijs and Harris view teacher leadership as having the ability to “reclaim school leadership from the individual to the collective, from the singular to the plural and offering the real possibility of distributed in action” (2003, p. 445). I sit comfortably within the view of Gronn that whatever definition of teacher leadership one chooses to adopt, the emphasis is on “collective action, the empowerment of teachers and a shared agency” (2000, p.333) thereby suggesting that all teachers are leaders and that leadership in schools must be distributed fairly. I am of the opinion that teacher leadership can be seen as one of the ways through which we can restore the dignity and professionalism of teachers and it should be viewed as a powerful tool that we as educators can use to transform South African schools.

## **2.5 THE ENHANCEMENT OF TEACHER LEADERSHIP IN SCHOOLS**

Teacher leadership is not merely about decentralizing decision making or empowering teachers to take up leadership roles leading to enhanced job satisfaction, but its has more to do with principals motivating the staff to become more active participants in the school, leading them to be more accountable and professional in their duties.

When people within the school “work together with a shared vision, the school develops strength, focus and purpose in drawing on the unique contributions of each individual in the team” (David and Lazarus, 1997, p.67). It is my view that the successful growth of teacher leadership will depend on the principal who realizes the intrinsic value of teacher leadership and looks at resourceful ways like creating a culture of collegiality, collaboration and trust, and



motivating teachers to lead and focusing on the empowerment and interpersonal skills of teachers thereby releasing the potential of every teacher to lead.

### **2.5.1. THE DEVELOPMENT OF TEACHER LEADERSHIP WITHIN A CULTURE OF COLLABORATION, COLLEGIALITY AND TRUST**

In research literature, collegiality is defined as a process that “ promotes teachers beyond personal, idiosyncratic reflection and beyond dependence on outside ‘experts’ where one can learn from each other, sharing and developing their expertise together” (Lieberman & Miller 1984, p.35). I will use this quotation to further develop my line of thought on the framework of collegiality and collaboration. I am of the opinion that leadership needs to be treated as a collective action rather than an individual. I hold a strong view that collegiality is vital in developing teachers as leaders. For once collegiality and collaboration exist within a school, “the foundation for leadership has been laid” (Barth, 1997, p.10).

The theories of collaboration, collegiality and distributed leadership all focus in some way, on the key element of shared decision-making. Being a member of a school management team, I am of the view that the principal is the key person in a school that should reinforce collegiality together with the teacher’s sense of efficacy and collaboration. Barth (1997) has shown that teachers that work collegially are more likely to remain in the profession for they are supported by the Principal and therefore feel valued in their roles they play. Sallis holds the view that “collegiality requires the active endorsement of the principal for it is to be effective” (1993, p. 451). For successful collaboration in schools, leaders need to provide teachers with adequate time to work collaboratively. Within the South African context Grant (2006) directs us to the fact that “a school that wishes to embrace teacher leadership would need to develop a culture that supports collaboration, partnership, team teaching and collective decision making” (p.524).

Grant further states that, “the success of the concept of teacher leadership is directly linked to the culture of the school” (2006, p. 524). So, in line with this view, I am of the opinion that teachers need the appropriate conditions and trust to work collaboratively, so as to provide successful learning for all learners. The degree of trust that exists between the principal and staff is vital for

the success of any teacher led curriculum and I believe that collegiality plays a part in sustaining the process.

For me positive change becomes possible when educators become collaborative and collegial. The challenge for our schools today is for principals to generate possibilities for, and expectations of, collaboration and collegiality. This can only be done by removing the structural barriers to collaboration, and reorganizing the distribution of power within schools. However, many schools exist as isolated workplaces where the teachers interact very little with colleagues, thus leaving teachers with a feeling of separation. A culture of isolationism of teaching then persists. I argue that collegiality and collaboration have a vital role to play in closing this gap of isolation by sustaining new teacher leaders in their response in taking up leadership roles in school. Collegiality can then be seen as a vital element in developing teachers as leaders. For any change in practice to be implemented and sustained, Fullan (1992) is of the view that implementation occurs when teachers interact with and support each other in developing collegial working relationships. Research has clearly outlined the need for strong collegial relationships to promote change and school improvement. This type of school culture may not be the remedy for all schools but it could lay the foundation for change and improvement of work ethic.

### **2.5.2. THE ROLE OF THE PRINCIPAL AS A MOTIVATOR OF TEACHER LEADERSHIP**

Fullan in his writings suggest that, “good leaders foster leadership at other levels” (2001, p.10). Therefore, principals play a key role in developing and motivating teachers to take up leadership roles. Harris and Lambert suggest that “leadership of the head is still the most vital and urgent form of intervention” (2003, p.37). Similarly Buckner and Mc Dowelle (2000) found that to support teacher leadership in schools, “principals need to encourage teachers to become leaders” (2000, p. 134). Principals of schools need to help teachers to develop leadership skills and provide positive and constructive feedback within the practice of leadership.

Murphy (2005) together with Barth (2001) hold similar views on the enhancement of teacher leadership. They see the principal as having the greatest influence on teacher leadership in schools and are crucial to the health and performance of teacher leaders. This is because “heads

set the climate for change, they enthuse others to take responsibility for change and development” (Harris and Lambert, 2003, pp.37-38).

Within schools, principals need to provide the infrastructure to support teacher leadership. Echoing this, David and Lazarus (1997) suggest that it is the principal, who must support and encourage from within, and recognize the intrinsic worth of all people in the school. This highlights the importance of principals creating opportunities to lead that will enhance teacher expertise. In line with this view, Barth (1988) notes that a principal’s greatest challenge is one of tapping teachers’ expertise and experience to facilitate enlightened decisions

Research done by Slater (2008) shows that the behaviour of leaders in schools has a profound effect on the people, and “that effective leadership helps to determine the culture of the organization by their behaviour” (2008, p.48). Slater goes on to say that “as principals share their leadership and their loads, the success of their performance will be determined by their ability to inspire a culture of empowerment by acting as hero – makers rather than heroes” (2008, p.55). Senge (1999) holds the view that people, will excel not because they are told to do something, but because they genuinely want to. Harris and Lambert state that “the head that enables teachers to build their own informal authority and demonstrate leadership behaviours will generate leadership capacity” (2003. p. 47).

Therefore, in my opinion, it is important that teacher’s are empowered, respected and valued for their work, knowledge and experience that they add to the school as they go the extra mile in achieving quality teaching and learning. However, I am also of the view that not only principals but teachers themselves are a source of their own empowerment and support of teacher leadership within the school. This idea is emphasized by Katzenmeyer and Moller where they sum up the potential of teacher leadership by stating that, “within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for change...where the giant cannot be awakened without teachers allowing others to join together in a community of leaders” (Katzenmeyer and Moller (2001, p. 2).

### **2.5.3. EMPOWERMENT AND INTERPERSONAL SKILLS SEEN AS PRE-REQUISITES FOR THE ENACTMENT OF TEACHER LEADERSHIP**

Implicit within teacher leadership is the notion of empowerment, as teachers are given the responsibility and authority to act. One of the requirements of generating and sustaining teacher leadership is the “empowerment and encouragement of teacher to become leaders” (Harris and Lambert, 2003, p. 45). In all schools, principals once again have to provide the opportunities for the continuous development of teachers, highlighting leadership roles such as leading groups, workshops, mentoring and how to work collaboratively with colleagues. Empowerment should be about sharing control and responsibilities thereby affording the educators an opportunity to have a sense of control over the things they do. In this regard, Harris and Lambert argue that hostility to teacher leadership can arise through factors such as “inertia, over-cautiousness and insecurity” (2003, p.45). I argue that if teachers are not empowered to lead they will be left isolated, disconnected and undervalued. The sad result will be teachers not being motivated enough to take on teacher leadership roles. Blasé and Blasé (2001) suggest that empowering teachers has a significant effect on teachers work, both in the classroom and in the wider setting.

To move away from a disempowered culture to one of empowerment is the challenge facing leaders within the South African context. I believe when this has been achieved many doors in the leadership practice will be opened for teachers. Grundy’s (1987) appeal is for the empowerment of the person as a teacher, and the empowerment of the teacher as a professional. Grundy suggests that teachers need to be empowered as leaders to be productive entities in schools.

Consequently, another dimension of preparing teacher leaders is to equip them with good interpersonal skills. When teacher leaders emerge, they should be focused on teaching, learning, and improving learner achievement. They should be able to hone their skills through collaborating with the peers and the principal. Therefore, they need opportunities for continuous professional development in order to develop these roles. (Kazenmeyer and Moller, 2001) Lieberman, in her study of teacher leadership speaks about “ building trust and rapport with

colleagues, understanding and managing the change process, being able to utilize resources in the pursuit of common goals, and building skills and confidence in others” (2000, p.123 ).

## **2.6. BARRIERS TO TEACHER LEADERSHIP**

The literature suggests that a range of barriers to teacher leadership exist. These include autocratic leadership, time and teachers as barriers to the enactment of teacher leadership.

### **2.6.1. Autocratic leadership style by the principal**

Despite the enthusiasm of teachers to enact leadership, numerous barriers need to be overcome for teacher leadership to occur. One of the greatest internal challenges identified by Harris and Lambert (2003) is structural, concerning the ‘top-down’ leadership model that dominates many schools. These structures militate against teachers attaining autonomy and taking up leadership roles within the schools. Literature on the enactment of teacher leadership within the South African context points to schools still being led autocratically and organized within top-down structures which act as a major impediment to teacher leadership. Harris and Lambert argue that in order for “teacher leadership to become embedded, heads will therefore need to become ‘leaders of leaders’ striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school” (2003, p.45).

One of the greatest challenges that principals face is the ability to share power, for they believe that by so doing, their authority is threatened. Therefore, an autocratic style of leadership is one of the greatest barriers to teacher leadership for this type of leadership style, as described by Crowther, Kaagan , Ferguson and Hann (2002) is something that is “rule driven, secretive and hierarchical” (2002, p.22). Therefore, the possibility of any form of effective leadership to prosper in a school depends on the principal, because roles cannot be forced upon teachers but should be negotiated by all teachers. For this to happen, Thurlow suggests that “principals have to lose their paradigm of autocratic governance and their belief that everything is decided and planned from the top” (2003, p.195).

Leadership therefore requires a more devolved approach with shared decision-making. Therefore, some structural change is needed within a school where the heads do not have to

relinquish full control. According to Ash and Persall (2000), they will simply have to become ‘leaders of leaders’, where they strive to develop a relationship of trust and encourage leadership and autonomy throughout the school. When heads do not trust teacher leaders to make decisions in the school, there will be no shared culture of decision making within that school.

### **2.6.2 Time as a barrier**

Various authors like Harris and Muijs (2003) and Grant (2006) argue that among many factors, a lack of time is one of the factors that hinder the success of teacher leadership in schools. Leaders need to set time aside for professional development and collaborative work to allow for school improvement. Making time for planning and building teacher networks is a crucial element for successful teacher leadership. Teachers are faced with insufficient time during the school day to complete both teaching and leadership responsibilities. Teachers are faced with greater leadership roles and less time for lesson planning and teaching.

They have too much to do in the available time resulting in a lack of time to work collegially with other educators. Inadequate time for collaboration, learning and leading impedes the development of teacher leaders.

### **2.6.3 Teachers as barriers**

Teachers who assume leadership roles face unique challenges as they attempt to interact with their peers. Katzenmeyer and Moller (2001) together state that “teachers are hesitant to become leaders even when they are active in leadership activities” (2001, p.4). They go on to argue that the greatest obstacle to their leadership roles is often in the form of their own colleagues. Other challenges include overly hierarchical relationships with peers, where teacher leaders exercise authority instead of working collaboratively. Leaders are now faced with a lack of support followed by an expressed or passive resentment of teacher leadership from colleagues, where there is a measure of ‘professional jealousy’ (Katzenmeyer and Moller, 2001) for teachers do not want to see other teachers being elevated above them.

This is because, according to Barth schools are “congenial, but not collegial” (2000, p.10). There seems to be uneasiness about discussing pedagogy, which interferes with leadership within the

school. Furthermore, the success of teacher leaders within a school is influenced by interpersonal factors and relationships with the school management team and the staff. It is therefore important that teachers leaders develop positive relationships with other teachers who may, in some cases, feel threatened by them. Barth adds that “hostility to teacher leaders can arise through factors such as inertia, over-cautiousness and insecurity” (2000, p.10). The literature states that colleagues can sometimes ostracize teachers who take on leadership roles.

Teachers are sometimes left feeling isolated which impedes their development as leaders. In line with this view, Troen and Boles (1992) found that sometimes teachers feel “less connected to their peers when they are engaged in teacher leadership activities”. Teachers are faced with much discord within their schools which slows down the progress of school improvement.

Whether colleagues will accept the leadership roles which have been designated to teacher leaders in the same phase is questionable. As within most schools if the support from colleagues is not forthcoming, then the possibilities of teacher leadership are reduced.

## **2.7. CONCLUSION**

In this chapter, I have attempted to outline the literature on the enactment of teacher leadership and it allowed me to strengthen my understanding on the forms of leadership that are regarded as distributed. The results were that distributed leadership moves beyond traditional leadership and is constituted through the interaction of leaders, teachers and the situation (Spillane, 2006).

The literature revealed that there is a huge gap between the literature and what is being displayed in South African schools today. Leaders in schools need to identify and support teacher leaders by encouraging teachers to assume leadership roles. The literature indicated that there is an urgent need for principals to move away from autocratic forms of leadership to more democratic forms of leadership. Within the literature, teachers are encouraged to participate in a democratic environment and to become team members in promoting positive leadership in schools. The next chapter focuses on the research design and methodology of the study.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

#### 3.1 INTRODUCTION

As mentioned in the introductory chapter of this dissertation, my study aimed to explore how post level one educators in an urban primary school, who did not hold formal management positions, enacted leadership. It was important to determine how these teachers perceived teacher leadership and to determine what opportunities, if any, enabled or hindered teacher leadership within a school. The purpose of the study was also to see if the type of teacher leadership displayed in the school lent itself to a form of distributed leadership. Understanding the social dynamics and the culture of the case study school was crucial to one's understanding of the enactment of teacher leadership in this study.

In this chapter I present and explain the methodological processes I chose in order to generate and analyze data that enabled me to answer the research questions. Cohen, Manion and Morrison (2007) distinguish between methods and methodology. Cohen *et al* define methods as the “range of approaches used in educational research to gather data for interpretation or explanation of a study” (2007, p.47). For Leedy, the method is “the approach that the researcher uses to gather and analyze the data, which must be described with utmost precision. From this information the reader will know exactly what was done to the point where he or she could replicate the study and presumably get similar results” (1985, p. 289). If methods refers to techniques and procedures used in the process of data – gathering, the aim then of methodology, according to Kaplan (1973) is to “help us understand in the broadest possible terms, not the products of scientific inquiry but the process itself” (cited in Cohen *et al*, 2007, p.47). Henning, Van Rensburg and Smit define methodology as a “coherent group of methods that complement one another and that have the ‘goodness of fit’ “to deliver data and findings that will reflect the research question and suit the research purpose” (2004, p.36). I have used these above definitions to guide my research.



In addition in this chapter I provide an account of the research aim and questions, the research design and describe the data collection and analysis procedures. In order to validate my findings it was of utmost importance that I planned and structured the design in such a manner that the outcomes were authentic and realistic. In this chapter I also describe the context of the study, sampling, ethical issues, access to the school and piloting of various instruments. The chapter concludes with the limitations of the research study.

I wish to signal the reader once again to my research questions so as not to lose insight to the richness of the research design thus allowing me to answer these questions:

- How is teacher leadership enacted within an urban primary school?
- What are the factors that hinder or promote this enactment?

## **3.2. RESEARCH METHODOLOGY**

### **3.2.1. LOCATING THE RESEARCH AS A QUALITATIVE STUDY**

The research design assumed a qualitative case study format, falling within the interpretive paradigm. Anderson defines the qualitative approach as a “form of inquiry that explores events in their natural settings and uses multi-methods to interpret, understand and to bring meaning to them” (1998, p.119).The qualitative approach to research assumes that human behaviour is influenced significantly by the context in which it occurs. With this in mind a qualitative approach was best suited to this study for educators were tracked in their natural setting, that of the school.

Using qualitative research methodology allowed me more spontaneity and flexibility in exploring the perceptions and practices of teachers as teacher leaders for qualitative researchers, according to Neuman, “apply logic to practice “(2006, p.151).Qualitative methods of research, according to Polkinghorne (1991), are specially useful in “the generation of categories for understanding human phenomena and the investigation of the interpretation and meaning that people give to the events that they experience” (cited in Rudestam and Newton 1992, p. 31). Although qualitative data has been criticized by some as being “subjective, impressionistic,

idiosyncratic and biased” (Cohen *et al* 2000, p. 313), Miles and Huberman (1994) identify strengths of using qualitative data. This further indicates the suitability of this method for which I undertook my study. Miles and Huberman identify the following strengths:

- Qualitative data focuses on naturally occurring data, ordinary events in natural. Thus they give us a strong handle on what ‘real life’ is all about. The data is locally grounded in that the data were collected in close proximity to the specific situation.
- Qualitative data is characterized by their richness with strong potential for revealing complexity, such data provides ‘thick descriptions’ that are vivid, nested in real context, and have a ring of truth that has a strong impact on the reader.
- Qualitative data with their emphasis on the ‘people’s lived experiences’ are well suited for locating the meanings people place on the events, processes and structures of their lives and for connecting these meanings to the social world around them (1994, p.10).

This study was designed perfectly within the interpretive paradigm, because aspects of interpretivist educational research informed my study. My research design could be interpreted as a string of logic that tried to link the data to be collected and the conclusions to be drawn to the initial questions of study. I saw it as a flexible tool that allowed me to move from the beginning to the end of the study. I did not seek to get the ‘truth’ but tried to understand the teachers’ perceptions and their experiences by the process of prediction (Henning, Van Rensburg & Smit, 2004, p. 44). Cohen *et al* (2007) and Leedy (1985) hold analogous views on this paradigm. Cohen *et al* hold the view that interpretive researchers “begin with individuals and set out to understand their interpretations of the world around” (2007, p.22) whereas, Leedy holds the view that interpretive researchers “answer questions about the complex nature of phenomena, often with the purpose of describing and understanding the phenomena from the participants point of view” (1985, p.101). Together they hold the view on this paradigm that the world is changeable and that it is people that define the meaning of a particular situation. They look at detailed observation of people’s behaviour in natural settings in order to arrive at an understanding and interpretation of how people create and maintain their social worlds. The advantage of working within an interpretive paradigm is that it allows for ‘thick descriptions’ to unfold which would allow me to make sense of the participants’ world by interacting with them and to get a view of the perceptions and motivational level in becoming teacher leaders. This

study was done as a small scale qualitative study in one school with the emphasis on the quality and intensity of the information. My research design will be dismantled as follows.

### **3.2.2. A CASE STUDY**

In order to explore the root of a case study I think it necessary to define what I mean by the term case study. This qualitative research method has been used by many researchers to examine real life situations. Yin defines the case study research method as “an empirical inquiry that investigates a contemporary phenomenon within its real life context...” (1984, p. 23). Merriam (1998) describes a case study in qualitative research as being firstly *particularistic* in that it focuses on a particular situation, secondly *descriptive* where case studies present rich thick descriptions of the phenomenon of the case being studied and lastly *heuristic* where a case study illuminates the readers understanding of the phenomenon under study, thus leading to the discovery of new meanings (Merriam1998, pp 29- 30). I hold a similar view to Merriam, together with that of Cresswell (2007) where a case study is viewed as “a methodology, a type of design in qualitative research, or an object of study, as well as a product of inquiry (Cresswell, 2007, p. 73).

Furthermore, while Cohen *et al* (2007), Hitchcock and Hughes (1995) Cresswell (2007), Yin (1994) and Merriam (1998) all have differences in terminology on case studies, they illustrate a single commonality. Essentially they believe that the study of lives can yield greater insights not only to the life being investigated, but to the broader community of people, in this case teachers. Cohen *et al* (2000) have the view that a case study is studied “in depth for a defined period of time, providing a unique example of real people in real situations enabling readers to understand ideas more clearly than simply presenting them with abstract theories or principles” (2000, p.181). According to Leedy, case studies are useful for “generating or providing preliminary support for hypothesis” (1980, p.149). This methodology allows for a holistic view of the case and its different parts and for people’s experiences to be understood within context.

In attempting to map the development of this approach, I would like to draw the reader’s attention to the design of my research as a case study. I further wish to signal to the reader the richness and diversity of a case study approach reflecting the reality of the case. I used case

study research because of its applicability to real life situations and flexibility across many disciplines, therefore being an appropriate methodology to use in the field of education leadership. It was of utmost importance that the reader be able to interpret the case thereby “allowing the events and situations in the case to speak for themselves, rather than to be largely interpreted, evaluated or judged by the researcher” (Cohen *et al*, 2007, p. 254) leading to an increase in the believability of the case. From the perspective of the reader, the case had to be easily interpreted. With this in mind the onus was on me to conduct a case study that could be “communicated clearly to the reader” (Cohen *et al* 2007, p. 254). To reiterate, I needed evidence that was convincing. It was important to make explicit the questions to be explored and the theoretical approach that I adopted. As a researcher, I worked from a qualitative standpoint using multiple sources of evidence to increase the validity and reliability of the data. I was of the view that the study would be more accurate if it was based on several different sources on information. This enabled me to obtain a complete picture of the case study. With this in mind, I attempted to give the reader as much context as possible through thick descriptions of situations within the case.

For case studies as portrayed by Geertz 1973b (cited in Cohen *et al*, pg. 254), it is important to catch “the close up reality and thick descriptions of participants lived experiences”. Case studies, according, to Cohen *et al* (2007), present data in accessible ways.

### **3. 2.2.1. STRENGTHS AND WEAKNESSES OF CASE STUDY RESEARCH**

A case study method had a number of advantages that I found attractive to me as a researcher. Firstly, based on the fact that a case study is intelligible and speaks for itself, it catches “unique features that otherwise would have been lost in the interpretation of larger scale data” (Cohen *et al* 2007, p. 256). For me a case study was strong on reality and I did not need a whole team to conduct the research. As an individual, I was able to draw on conclusions about teachers within a specific context, through the use of a multi-method approach using questionnaires, interviews (both individual and focus groups), observations and journal entries to capture information which I will discuss later on in this chapter.

The multiple sources of evidence were useful in depicting a holistic portrayal of the teacher leaders in action, thereby creating an in-depth analysis and comparison converging into triangulation of the data sources. It was not my intention to focus on the discovery of a universal generalizable truth. Instead I emphasized the exploration and description of teacher leaders within a particular school context.

However, it must be noted that there are limitations of a case study methodology. Some critics have argued that information can sometimes come across as being distorted “as they are prone to problems of observer bias, despite attempts made to address reflexivity” (Nisbet and Watt, 1984, cited in Cohen *et al* 2007, p, 256). In addition to this, case studies have been further critiqued because of the few cases that have been studied therefore making generalizations impossible. Cohen *et al* reiterate this by stating that case studies are not “easily open to cross checking hence they maybe selective, biased, personal and subjective, making them difficult to generalize because they are based on qualitative subjective data therefore they can only be generalizable to a particular context” (Nisbet and Watt, 1984, cited in Cohen *et al* 2007, p. 256). In the light of these limitations it is important that I present my own methodological stance, giving a clear statement of the conceptual underpinnings of the case. This, I argue, will allow the reader to clarify my relationship as a researcher and the evidence collected for the case.

### **3.2.3. CONTEXT OF THE CASE STUDY SCHOOL**

The study took place in an urban primary school which is situated on the fringes of an industrial area in Pietermaritzburg, at which I am currently a Head of Department (HOD) and a member of the School Management Team (SMT). This school started out as a school for Coloured children in 1950. Following the enactment of the Group Areas Act it was forced to relocate in 1963, as the previous area was then declared a so called ‘Indian area’. This ex-House of Representative school has undergone immense transformation since 1994, in terms of learner and staff racial composition.

The demographics of the learners are such that they come from mainly middle class to poor backgrounds. With regards to the racial profile of learners, the school is presently populated by almost 98% African and about 2% Coloured learners. The school has as an enrollment of 984

learners. The school pupil enrollment is on the increase, for the school has recently acquired two reception classes with two additional teachers that are employed by the School Governing Body (SGB). There are 26 permanent educators and six SGB paid educators. The management structure includes the Principal (Male), a Deputy Principal (Male), a Foundation phase HOD and three Intermediate Phase HOD's who are all female. They have been formally appointed into these management positions by the Department of Education (DOE). There are 26 post level one educators who do not hold any formal management positions but assume leadership roles as and when necessary.

The non-teaching staff is made up of two administration clerks, one paid by the DOE and the other paid by the SGB. The school has a gentleman who is employed by the DOE to do the schools duplicating and to run school errands.

The school prides itself as being an outstanding inner city school whose popularity stretches across Pietermaritzburg. The school no longer has a residential community around it. This means that many school children have to commute to school. Most of the learners travel long distances to school, with some learners taking up to two taxis per day. Some learners are at school from as early as 6am, some leaving as late as 5pm. Problems at the school include high traffic congestion with dangerous traffic volumes due the location of the school. Teachers are then designated to man the traffic and learner control systems.

The school is fully functional and can be seen as a resilient school (Christie and Potterton, 1997), despite the many challenges that it faces. There is an effective commitment to teaching and learning with a vision of developing the child holistically. Despite the rigorous academic programme that the school runs, it has also built in a sports programme for the week, where every child in the entire school participates in a code of sport.

The school building is 108 years old which demands much restoration. The school has a regular renovation programme. The school is beautifully kept and well maintained with a lush green garden entrance. However, there is very little playing space for learners due to the fact that the learner enrollment has increased in the school. The school has employed an additional three

people to help with the upkeep of the school buildings, gardens and grounds. The school is meticulous in the upkeep of infra-structure, school environment and staff working conditions with the schools staff-room being recently renovated having the effect of a ‘home away from home’. The school is fully fenced with a remote controlled gate and displays cameras onto the school playgrounds, the computer room and the administration block. The cameras are monitored in the office of the principal and that of the secretary. Furthermore, the school has a fully functional alarm system with beams along verandahs to combat theft and vandalism.

Despite the fact that the school has been re-classified and does no longer receive a large amount of funding from the DOE, the school has still managed to put up 12 extra classrooms with funds generated by the parents together with educators as a result of their fundraising efforts. The school has taken the initiative to take ownership of itself by taking up the challenge to ensure that the demands of the curriculum are totally met. The school boasts a fully functional computer room with internet access on every computer aiding the learners with their research projects. There is a fully equipped library and resource centre where learners can enter ‘a new world’.

While the school has a democratically elected School Governing Body (SGB), it is my perception that the SGB is not fully aware of the academic needs of the learners nor does it take up an active role in fund- raising. It is merely there as a result of policy legislation and does not serve the needs of the school adequately.

### **3.2.4. RESEARCH SITE AND PARTICIPANTS**

#### **3.2.4.1. SELECTION OF THE CASE STUDY SCHOOL**

I chose my own school as the case study school. The reasons for doing this were twofold. Firstly, I chose my school solely for convenience and for easy access over a six month period. A benefit of doing research within my own school was that I did not loose valuable teaching time. Secondly, I chose my school because I was familiar with the personalities of the staff and the context of the school.

### 3.2.4.2. SAMPLING OF THE PARTICIPANTS

In selecting the participants for the study, I wanted to research teachers that were less powerful in the organization that is; post level one educators. I conveniently chose teachers that were intricately involved in the school and were in the teaching profession for more than three years. In addition to this, they had to have served the school in informal delegated roles of teacher leadership. To further vary my selection, I looked at the age group of the participants, their gender, their race, the phases that they taught in and the numerous informal leadership roles that they were assigned to. I conveniently chose teachers that amongst them taught across all three phases, ranging from the Foundation Phase, the Intermediate Phase to the Senior Phase.

The reason for this was to see if the teacher's enactment of leadership varied according to the phase in which they taught.

My decision to control the group composition was also to allow a more free flowing conversation amongst participants. I wanted to ensure that the participants would have something to say about the topic and be comfortable within each others space. My hope was that they did not virtually share identical perspectives on the topic which could lead to a flat, unproductive discussion. Finally I chose participants who were within a particular age group, that being between the 35 – 42 year age gap. It was important that I collected deep meaningful insight from educators who were mature, well balanced and had reached the 10 year mark in the current educational system.

From the above discussion it is clear that I chose to use both convenience and purposeful sampling. My reason was that convenience sampling was most suitable, for it “involves choosing the nearest individuals to serve as respondents and continuing the process until the required sample size has been obtained or those who happen to be available and accessible at the time” (Cohen *et al*, 2007, p. 114). Leedy holds a similar view to that of Cohen *et al* in this regard. For Leedy, “convenience sampling makes no pretense of identifying a representative subset of a population, the researcher takes people that are readily available” (1985, p. 218). My participant selection was not representative of the entire school. Instead I chose educators that had undertaken informal leadership roles, therefore allowing it to fall into the purposive realm. Cohen *et al*, state that “purposive sampling does not seek to generalize from the data collected;



the sample chosen seeks only to represent itself” (2007, p. 211). In other words I was aware from the outset that I did not intend to generalize the results of the data beyond the group.

The sample chosen was based on “fitness of purpose” (Cohen *et al*, 2007, p. 67 ). Although little has been done to combat challenges concerning the generalizability of case studies, according to Merriam, “most writers suggest that qualitative research should be judged as credible and confirmable as opposed to valid and reliable” (1985, p.123 ). It was however important for me that the data gathered from the case study related to and answered the questions of the case selection.

The participants in my case study, my unit of analysis, were three post level one educators who taught across the three phases of the case study school. All participants in the study were female; two were married, and the other a single mother of two. However in hindsight, I do believe that if one of my participants were ‘male’ my research findings would have come across differently for it would have been seen through a completely different lens.

A brief profile of each participant follows:

**Teacher Leader A**, is a married lady of 42 years of age with three children. At the time of the study, Teacher Leader A taught in the Foundation Phase and had over ten years teaching experience. She assumed the role of grade leader and worked closely with the Foundation Phase HOD. She was not formally appointed to this role by the principal; instead she volunteered to take up this role. She co-ordinated the Foundation Phase Annual Awards day, which involved planning the events of the day, with both parents and learners.

**Teacher Leader B**, is a married lady of 32 years old with two children in primary school. At the time of the study she taught in the Intermediate Phase, teaching English and Natural Science to Grade Four and Five learners. TLB was responsible for arranging the Grade’s excursions, which meant planning and executing the trips, she was also secretary at staff meetings and also co-ordinated the schools catering committee making sure that the functions were well planned and served the needs of all.

**Teacher Leader C**, is a single mother of two children, a seven year old boy and a sixteen month old baby girl. At the time of the study, she was 36 years old, and had been teaching for ten years in the case study school. She taught in the Senior Phase, teaching both Natural Science and Arts and Culture to Grade Seven learners. She was a grade leader, had co-coordinated the sports programme, including the Cross Country race held at the school and took complete leadership of the annual school Sports Day programme. In addition, she was also co-ordinator of the Arts and Culture exhibition and Science - Expo that ran for a week at the school.

I do believe that my choice of participants served the purpose of my study.

### **3.2.5 ACCESS AND ETHICAL ISSUES**

As a researcher I had a responsibility not only to search for new knowledge but also to protect the subjects of my research. Thus, the well being and integrity of the teachers was uppermost in my mind with the need to protect said integrity. My ethical behaviour adhered to the research ethics of the University of KwaZulu- Natal, the institution where I was registered for my Masters in Education degree. An ethical clearance application for our group research project was submitted by our supervisor to the University Ethical Clearance Committee and ethical approval was granted. This allowed me to continue with the research process (see attached Appendix 1).

Informed consent has been defined by Diener and Crandall (1978) cited in Cohan *et al* as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would likely to influence their decisions” (2007, p. 52 ). Permission to engage in the study was requested from the principal (see attached Appendix 2). The participants in the case study were informed of the purpose of the study and their participation was requested (see attached Appendix 3). The participants were assured of their confidentiality and anonymity and that they could withdraw from the research at any given time. Both Leedy and Cohen *et al* hold similar views on these ethical implications. Leedy’s view is that “...participants have the choice of participating or not, and if they agree to participate they have the right to withdraw from the study at any time” (1985, p. 107). Similarly, Cohen *et al* speaks about the “subjects right to freedom...where the subject has the right to refuse to take part, or to withdraw once the research has begun” (2007, p. 52). Due to the sensitive nature of the information, I indicated to

the participants that the data would be kept in confidence and meant for scrutiny and interpretation by me as researcher alone. To reinforce this statement, Cohen *et al* raises issues on “confidentiality, privacy and anonymity” (2007, p. 51), that must be adhered to in any research.

On agreement to participate, consent forms were signed by educators. I contracted to my participants that their identities would be protected. They were granted confidentiality and anonymity in the research. I further indicated to them that they could choose not to answer a particular question if they chose not to. It was important for the participants to be open and honest as much as possible in order for me to gain a genuine insight into their understandings of the enactment teacher leadership. It was my understanding that it would make the research process more coherent and confirmable. Being a member of the SMT, I had built up a relationship with my teachers that was transparent; one that was based on trust and non-judgment.

This proved vital for it helped in being open and honest during the discussions held. This enabled me to meet the criterion that was expected by being a researcher.

### **3.2.6 POSITIONALITY**

I was fully aware of my position as HOD at the school and the possibility that it could influence the responses of the participants. This awareness meant a constant self reflection on my part with regards to my role as a school manager and as a researcher. It was important that I deflected the attention away from me, for I did not want to dampen or distort the research process in any way. I did not want to throw any doubt on my motives as a researcher thereby affecting the credibility of the research. Trying to reconcile the two roles was very difficult but somehow I managed to relieve that tension and the feeling of discomfort that arose in juggling these two, very different roles. I was also aware of the fact that being so comfortable with me, participants could possibly have given me answers that they thought I expected or wanted to hear.

However, despite this, there are benefits of being acquainted with the researcher, that being of openness without the fear of being judged or the fear of negative repercussions. It is also my belief that through open and honest dialogue I was able to achieve the outcomes that I expected. I am fully aware that it must not have been an easy task for the participants to discuss the

leadership practices with a member of the SMT. However, it is to the credit of all the participants that I did not, as far as I can tell, experience any thing other than openness and honesty and thereby overcoming what might have been a serious limitation to my study.

### **3.3. DATA COLLECTION METHODS: A MULTI- METHOD APPROACH**

In this section, I present the data collection techniques and the procedures that I used and provide reasons for the choices that I made. The methods I chose to explore the research questions were not radically different to those used by other researchers. I took the view that they were neither good nor bad methods but simply those more or less suited to the particular purpose of the research design. Allow me to reiterate to the reader that this was a group project where the research instruments were designed as a group. As an individual group member I took each research instrument and changed it to suit the context of my case study. I modified existing instruments and added to them with existing traditions of enquiry, keeping my case study in mind all the time. I further enthusiastically built upon the work of other researchers like, Singh (2007), Rajagopaul (2007) and Khumalo (2008) and on their perspectives on teacher leadership within schools. I need to clarify that this research was influenced by the group who were all passionate about the enactment of teacher leadership and wanted to see teacher leadership take on a more positive role in schools. In my opinion, as a teacher I needed to see teacher leadership from a different perspective, that being a form of distributed leadership.

The methods I used to accumulate data were in the form of a self reflective journal process, observations, questionnaires, a focus group interview and semi structured individual interviews. I began my research during the last term of 2008 and ended it at the end of the 1<sup>st</sup> term of 2009. The time schedule (Refer to Figure 1) provides a summary of the research design process.

	Steps	Dates
1.	Submission of research proposal and ethical clearance application	27/08/08
2.	Ethical clearance	September 08
3.	Consent letters completed and returned	September 08
4.	Start of project	October 08

5	Survey questions	Week 2 / October 08
6.	Teacher leader journal 1 <sup>st</sup> journal entries	Week 3
7.	Focus group interview with 3 teacher leaders	Week 4
8.	School observation	October 08
9	Collect list of documents	October – November 08 Feb – March 09
10.	Structured journal entries ( 2 per month)	November 08
11.	Observation of 3 teacher leaders	November 08 Feb- march 09
12.	Teacher leader journal entries (2per month)	Feb/March 09
13.	Interviews with individual teacher leaders	Week 4 march 09
14.	Data analysis and write up of case study	April – November 09
15.	Report submission	December 09

**Figure 1: Research design according to time**

I engaged in a multi - method approach gathering data to develop my case study. I used this method for it was my understanding that this approach would be most suitable for the depth of this study. This multi-method approach allowed for data to be scrutinized, compared and assessed ensuring that the data collected was trustworthy. Much debate exists around the use of qualitative data techniques. Positivists, for example, cite the weaknesses of such research pointing to lack of reliability, validity and objectivity in qualitative methods (Cohen *et al*, 2007). In direct response, I used methodological triangulation to compare the different data sets in an attempt to understand teachers’ enactment of teacher leadership. Methodological triangulation as defined by Cohen *et al* is “the use of two or more methods of data collection” whereas Campbell and Fiske (1959) state that it is a “powerful way of demonstrating concurrent validity...” (cited in Cohen *et al* 2007, p .141). It further enables the researcher to see if the data collected from “one source confirms or contradicts the data that is collected from another source” (Bertram, 2003, p. 135). This method is used by researchers to increase the soundness of the data collected. I now move to discuss each of the data collection methods.

### 3.3.1. SURVEY

At the outset of the study, I did a short survey using closed questionnaires (see attached Appendix 4). Wilson and McLean 1994 (cited in Cohen *et al*) explain that, “a questionnaire is a widely used and useful instrument for collecting data, providing structural data, being able to have it administered without the presence of the researcher and often being comparatively straight forward to analyze” (2007, p.317). This method suited my needs and the needs of my research entirely. I conducted the survey with the entire staff of the case study school, beginning the study in October 2008. It was important to me that I began the process early so as to have enough time to collect the data and to sort out any problems that I might encounter along the way. The questions were self administered. The form and layout was such that the replies were relatively easy to analyze. The questionnaire was designed as an important part of the overall strategy to enrich the insights that I would derive from this valuable source of information. In addition to this it would add breath and character to my research.

The use of a questionnaire allowed me to collect data across a number of educators. The participants were able to respond to the questions with the assurance that their responses would be anonymous. They could therefore be truthful, especially when speaking on controversial issues. Furthermore, questionnaires offer certain richness to the respondent’s response for they allow the respondent to speak freely for there is no direct contact with the researcher (Mouton, 1988). The use of questionnaires in my study was more objective, for they sought to obtain more factual information about the educational practices and leadership practices in the case study school. The success of the questionnaire depended on the quality of the questionnaire. In this regard, the questionnaire had been piloted and adopted in a previous study. I had full confidence in the use of this method and the data that it generated. The questionnaire had been previously piloted and used in 2006 and 2007, by Master of Education students doing research on teacher leadership

The instrument was reworked and changed based on the feedback of these researchers. The instrument was revisited and developed in two similar instances, one for use by the teachers and one by the SMT. The questionnaire began with non threatening and easy to answer questions. I am of the belief that if the first questions are too difficult or threatening there is a little chance

that the person will complete the questionnaire (Cohen *et al*, 2007). Care was taken in the selection of the question type, in question writing, in design, distribution and return of the questionnaires. For a more detailed description of the questionnaire refer to Appendices 5 and 6.

In the case study school, questionnaires relating to teachers (see attached Appendix 5 ) were issued to 26 Post Level one educators, while the questionnaire that was designed for the SMT members (Appendix 6) was issued to four SMT educators. I was expecting a full return because of the enthusiasm shown, however 80% of the Post Level one educators returned the forms while I received 100% return rate from the SMT. Although the response rate was not as high as I had expected, it was nevertheless an encouraging response as it was based on the willingness and initiative of all the teachers in the case study school in completing and returning the questionnaire. An ethical view held by Cohen *et al* ( 2007) on questionnaires is that, “ a questionnaire will always be seen as an intrusion into the life of the respondent be it in terms of time taken to complete the instrument, the level of threat or sensitivity of the questions or the possible invasion of privacy” (2007, p.317). In line with this view I was grateful for the response that I received.

### **3.3.2. THE FOCUS GROUP INTERVIEW**

I used a focus group interview as one of my data collection methods, for it allowed me to collect data through group interaction (see attached Appendix 7). Focus groups interviews are broadly defined as a “technique that collects data through group interaction on a topic determined by the researcher yielding a collective rather than a single view” (Morgan, 1997, cited in Cohen *et al* 2007, p. 376). Morgan continues to say that these interviews present a collective viewpoint as opposed to an individualistic one. The hallmark of focus groups is therefore their “explicit use of group interaction with the main idea to produce data and insights that would be less accessible without group interaction” (Cohen *et al* 2007, p.376).

Cohen *et al* (2007) have a similar view which is that “it is through the interaction of a group that data emerges” (2007, p.376). Focus group interviews are widely used in research and are thought of as an effective way of gauging responses that are valuable, in an informal manner. They produce large amounts of information in a short period of time which is what I required, due to

the time constraints of my study. I was excited that this type of data collection would bring up issues that I had not anticipated, however my strategy was to narrow down the discussion by implicitly assuming which trends were important and needed pursuing.

The purpose of doing a group interview, according to Morgan, is to “generate a level of depth that draws the entire group into the discussion” (1997 cited in Cohen *et al*, 2007). In essence this was my goal. The major factor driving a focus group according to Morgan (1997) is “the ability to adapt this technique to our own purposes” (1997 cited in Cohen *et al* 2007). With this thought in mind I probed my three participants’ thoughts, feelings and values. The strength of my focus group interview rested on two defining factors, firstly the reliance on my focus as a researcher and secondly, the group’s interaction. Furthermore, it gave my three participants a feeling of empowerment for they were able to express themselves for themselves, and their own views were heard which was stimulating. Furthermore, it allowed me to ask open-ended questions, to give some sort of structure to the process and it also allowed for flexibility. Finally, the focus group interview gave me the space to gather a large amount of information in a short space of time. The establishment of a good rapport with my participants was extremely important in the interview process. This rapport allowed for discussions to flow freely with ideas from one person being able to ignite ideas from another person.

The focus group interview was conducted with my three teacher leaders towards the beginning of the study. The interview was conducted in the staffroom. My sense was that if they were in a ‘natural setting’ they would be comfortable and be able to speak in a non-threatening way. It was important that I opened the session with an introduction to the topic in an honest way. I shared some ground rules such as; “only one person speaking at a time, every one is invited to participate, but no one dominate the conversation....” My aim was to introduce the research and to allow participants to take ownership of the session and to make them feel responsible for generating and sustaining their own discussions (Cohen *et al*, 2007). The discussion began with an ‘ice- breaker’ to get the participants to relax, hence setting the mood for the group as a whole. My preliminary objective was to get each person to bestow a meaningful response or opening statement. Therefore my opening question was one that they easily responded to. It was of utmost importance that I heard every one’s voice and in this regard I directed the focus group



discussion towards concrete and detailed accounts of their leadership experiences at the school. It was also important that I steered the group away from vague generalities. By emphasizing their personal experiences I was able to generate a level of depth that drew the entire group into a free flowing discussion. The conversation was free flowing, lasting for about 45 minutes.

The focus group questions were semi-structured and some were generated from the data received from the first journal entries of the three teacher leaders. I did not follow the guide in a rigid fashion. Instead I was flexible and probed where necessary and skipped questions which had already been covered. The discussion was audio taped with the permission of the educators. On reflection, it was important to emphasize the issues of ethics and their free will to withdraw if and when they needed to. The audio taped interviews were then transcribed. After which, transcripts were presented to participants to validate their authenticity. Participants were asked to clarify aspects that might have seemed vague or were lost because of participants speaking at the same time.

As the researcher I controlled and directed the group during the focus group interview. I was aware that this could make the accuracy of the revealed information a little less accurate and may have created a measure of lasting uncertainty. I do believe that my presence influenced the groups' interactions and responses, as is the nature of qualitative research within the interpretive paradigm. Being a researcher, I was concerned that this would not display itself too harshly and affect the quality of the data. I was further aware of the fact that the three teacher leaders may have succumbed to group pressure and the need to conform and so may not have said exactly what they individually thought. To alleviate this limitation, I did not only rely on the focus group interview data, but included individual interviews in the research design as well. By so doing trustworthiness of the information was ensured.

I developed several open-ended questions for each category of inquiry in the individual interview. This allowed me to collect evidence comprehensively and systematically in a format that would be thematic so that converging lines of enquiry and patterns could be exposed. Therefore, the categories of inquiry were inductively derived from my ideas as a novice researcher. I set questions that I was most interested in exploring.

By addressing the non threatening and less controversial questions first, I attempted to put the participants at ease. My research was not designed to infiltrate the sensitive issues related to the leadership of the SMT.

### **3.3.3. SEMI – STRUCTURED INDIVIDUAL INTERVIEWS**

An interview as suggested by Cohen *et al* is a “principal means of gathering information having direct bearing on the research question” (2007, p.351). It was of utmost importance to me that the individual interview becomes a “conversation with a purpose” (Cohen *et al* 2007, p.249), where each participant in the interview, as explained by Kitwood (1997) “will define the situation in a particular way” (cited in Cohen *et al* 2007, p.350). Based on this background as a “particular medium for enacting or displaying people’s knowledge on a particular topic” Barker and Johnson (1998, cited in Cohen *et al* 2007, p.351), I decided to use a semi- structured interview schedule (see attached Appendix 8) as a primary strategy for data collection as it was a flexible tool that allowed the interviewer to use open-ended questions for prompts into respondents initial responses, to clarify views and it allowed the respondents to express themselves openly and freely. As suggested by Kvale (1996), that through an interview one is able to “reveal and explore the nuanced descriptions of the life-worlds of participants, therefore serving as a “positive and enriching experience for all participants” (in Cohen *et al* 2007, p.355). I developed several open-ended questions for each category of inquiry in the individual interview. This allowed me to collect evidence comprehensively and systematically in a format that would be thematic so that similar themes and patterns could be exposed. Therefore, the themes were inductively derived from my ideas as a novice researcher. I set questions that I was most interested in exploring. By addressing the non threatening and less controversial questions first, I attempted to put the participants at ease. My research was not designed to infiltrate the sensitive issues related to the leadership of the SMT.

I piloted the individual interview schedule to redefine and to validate it as it was my primary means of data collection. I chose a more experienced teacher at the case study school with whom I was comfortable to work with and who was willing to assist with the piloting of the interview schedule. The feedback from the piloted interview assisted me to modify and to rephrase questions that were asked. After piloting the interview, I embraced a few new ideas. My strategy

was to extend the scope of the instrument beyond its boundaries as new insights emerged. Therefore, some questions were either added or left out. I realized that many of the questions asked were too vague. I needed more depth and I included more probes. Thereafter, questions were modified and rephrased. In order to generate rich authentic data I decided to put the questions into categories, keeping in mind the zones and roles as depicted by Grant (2008) in her model of teacher leadership.

Once my participants were selected I met with them at the school and set times for the interviews. All participants agreed that I interview them at school after working hours as that time was most convenient for them. All three participants were interviewed individually at a suitable time and venue for them, so that the interviews had no direct bearing on their teaching time. The semi-structured interview was used to collect the data, and a tape recorder was used to record the interview so that the typed transcript could be captured precisely. As with the focus group interview, each individual interview was recorded, transcribed and returned to the student for validation.

The interviews varied in length. However, I was aware of the fact that if an interview was too long then the train of thought would be lost. Terre Blanche and Kelly (1999) have the view that “an interview should typically last for twenty minutes or an hour and a half, for beyond that participants find it difficult to concentrate” (1999, p. 101). Interviews with participants lasted for about 40 minutes. As with the focus group interview and the individual interview, I asked participants for their permission to record the interviews. This interactive process enabled the respondents to have a voice and to take ownership of the research process. According to Terre Blanche and Kelly “the advantages of recording are obvious: it allows you to keep a full view of the interview without having to be distracted by detailed note keeping” (1999, p.129). It also shows the interviewee that you take what they say seriously. Hitchcock and Hughes concur with this view that “tape recording of a session will provide the most complete record of what was being said” (1989, p. 94).

Throughout the individual interview I was guided by an interview schedule that was designed before hand, however the agenda changed as the interview proceeded. During each interview, I

tried to be a good listener by encouraging each teacher leader with a nod or with a smile. I tried not to interrupt unless I felt that the conversation was drifting well away from the point of issue. The interview process gave each of my participants the chance to discuss and express their own point of view and in so doing enabled them to interpret their own world. This is with the understanding that the interview is a “social encounter” (Cohen *et al*, 2007, p. 134). This is one of the advantages of using semi-structured interviews for whilst it gave structure to the interview process it still allowed me to remain in control. I then seized opportunities to exploit the flexibility of the format and allowed the preplanned agenda to be discussed. This approach allowed me to follow up leads from the answers given by the participants and to probe further where necessary. In the course of the interview I used probes such as “Can you explain further, why do you say that?” To reach for depth and clarification within the data, I followed up brief and ambiguous reactions with queries such as a “Why do you think that?” This allowed for the free flow of the participants ideas and opinions.

It was important that I developed an approach in the interview in which a good rapport was established between me and the participant as quickly as possible.

#### **3.3.4. OBSERVATION SCHEDULE**

The distinctive feature of observation as a research process according to Cohen *et al* is that it offers an “investigator the opportunity to ‘gather live data’ from naturally occurring social situations so that the researcher can look directly at what is taking place *in situ* rather than relying on second hand accounts”( 2007, p.396). One of the most important aspects of an observation schedule is that it allows a researcher to gather data from people in a natural situation without having to question or communicate with participants. Here the researcher is drawn in the “phenomenological complexity of the participant’s world, where situations unfold and connections cause and correlations can be observed as they occur over time” (Cohen *et al*, 2007, p.397). Nisbet describes an observation schedule as ‘not a natural gift’ but a highly skilled activity for which extensive background knowledge and understanding is required, it is certainly not an easy option” (1977, cited in Bell, 1987, p.15). Lacy (1976) defines an observation schedule as “the transfer of the whole person into an imaginative and emotional experience, whereby the researcher learns to understand the person’s world” (cited in Bell, 1987, p. 157).

Observations, both formal and informal addressed the research questions of my study (see attached Appendix 9). The structured observation schedule was used during the school day which enabled me to collect data on the life of the school, to see how things were planned and who did them. By so doing I was able to understand the school culture by observing the social dynamics between the staff and the SMT, their beliefs, norms, rituals and routines that constituted the culture of the day.

I took advantage of the fact that, being a member of the SMT many opportunities presented themselves thus allowing me to observe teachers unobtrusively. By 'being there' for a number of years and watching the growth of the teachers, made it easier to observe and analyze their informal teacher leadership roles. I observed teachers in formal staff meetings, subject grade meetings, fund raising meetings and in the SMT meetings. The purpose of observing formal meetings was to gain an understanding of teachers' involvement at meetings such as observing whether teachers were involved in any decision-making or on what issues teachers were consulted on. The formal meetings occurred when the principal felt that he needed to speak to the staff, it could be in the morning before the start of the school day, during break or after school. By observing both the school routines and procedures, I was able to understand both teachers' and SMT's involvement in the activities of the case study school. One of the disadvantages of an observation however, was that my very presence may have altered how people behaved and what they said. To circumvent this, I triangulated the findings across the data sets.

### **3.3.5. SELF REFLECTIVE JOURNALING PROCESS**

My aim of using a self reflecting journaling process was to engage my three teachers in a process of critique on their current beliefs and practices of teacher leadership. I saw it as an opportunity for teachers to use the process of writing to describe and explain how they felt about their enactment teacher leadership in the case study school. It served as an excellent tool for their own self-reflection and in so doing deepened their enactment of leadership. Furthermore, it enabled me to examine the trends that emerged from their journals thereby sorting them into relevant themes (see attached Appendix 10). In line with this view, King 2002 speaks about "harvesting journals, to gain insight into the way people think, to see patterns emerge and to develop theories

out of the data” (cited in Smith 1999, p. 3). With the reflective journals one set of questions were given to the participants at a time. In receipt of the journals I would photocopy the respective page so as to allow me to make brief comments and to probe further. Journals were then returned to the teachers with the next set of questions

### **3.4. DATA ANALYSIS**

Qualitative data, according to Cohen *et al*, is “about organizing and accounting for, and making sense of the data in terms of the participants’ definition of the situation, noting patterns themes, and categories and regularities that appear within the data” (2007, p. 463). Cohen *et al* further state that there is no one way of analyzing data however it must ‘*fit the purpose*’ (2007, p.463).

I used open coding to scrutinize the data that reflected categories or themes within the data. Open coding according to Leedy is when “data is scrutinized for commonalities that reflect categories or themes” (1985, p.154). The data obtained from the various interviews were coded using bracketing (placing pre conceived ideas within brackets).This was done to reduce the data to a set of themes that appear to describe the study under investigation. I further used axial coding to put the data back in new ways by making connections between categories. Significant comments were grouped into categories. A number of sub- categories within each major category were then identified. Relationships between the major and sub categories were identified and reflected as themes. (Leedy, 1985 p.155) .It simply meant me moving back and forth between data. The next step was to selectively code data involving integrating an assortment of categories that emerged forming a “ story line” or “ building up your theoretical framework” as put by Leedy ( 1985, p.156). No matter what theory the data took, it was based entirely on data collected.

The teacher responses were varied and different. The themes that emerged from the data coincided with the research questions asked. The commitment to leadership, teacher leadership, teacher empowerment, commitment to team work, and issues of hierarchy and bureaucracy came out strongly. Many comments were interesting and honest. It was also evident that the teachers displayed conflicting ideas on some topics of leadership within the school. On identifying the major themes emanating from the material, I wrote down the names of the themes on different pages and entered the respective quotes on the appropriate pages. I intended to report direct

phrases and sentences not only because they were more “illuminative and direct” (Cohen *et al*, 2007, p. 462), but because I felt it was important to be faithful to the exact words used by the participants. I did at first take a wide lens to gather the information, but as time went on I started sifting, sorting, reviewing and reflecting on the data allowing the salient features of the data to emerge. Parlett and Hamilton (1976, cited in Cohen 2007 *et al*, p. 462) refer to this strategy as “Progressive focusing”.

In the course of analyzing the data in this study I attempted to discern the following aspects, the teachers attitudes to teacher leadership within the school, their own understanding of the enactment of teacher leadership, teachers’ own experiences of teacher leadership within the school, their views on the present leadership style, what the factors were that motivated or inhibited teacher leadership. All these forms of coding were aimed at enhancing the internal validity of the findings. This served to authenticate, extend and sharpen the theoretical framework.

### **3.5. LIMITATIONS OF THE STUDY**

According to Vithal and Jansen (2006), acknowledging limitations of ones study empowers the reader to appreciate what constraints were imposed within the study.

#### **3.5.1. RESEARCH WITHIN MY OWN SCHOOL**

One of the limitations of my study was that I chose to do research in my own school. Another possible limitation of the research study was the possible bias and positionality of me as a researcher as I was a member of the SMT and as such, my own experiences at the school may have influenced the outcomes of the study. Therefore, it was important that I was constantly aware of my position as a researcher rather than a SMT member throughout the data collection and analysis processes. It was important that I took on the position of a researcher where I remained as detached as I could from the research findings and allowed the data to speak for itself. I also had the sense that, in some instances teachers were afraid to speak out because of my position as HOD.

As a member of the SMT, I found it very difficult to find the time to interact with my participants in the study due to my own work load and added responsibilities as a manager in the case study school. For example, when I had set up an interview with one of my teacher leaders, I was called into a school management meeting which resulted in re- scheduling and time was lost .Another possible limitation would be that I chose to interview all female participants whereas in hindsight I believe that the opinions of a male educator would of differed to those of female educator on certain issues hence creating a different outcome to my research questions. Furthermore, two other teachers from the case study school were also involved in the group project at the same time as me. I found this to be a limitation as this meant that nine teacher leaders were needed to participate in the study, which put pressure on the school as a whole.

### **3.6. CONCLUSION**

This chapter has attempted to describe the methodology and the design of the research study. The study took the form of a qualitative case study, which was interpretive in nature. I needed thick descriptions of the three teacher leaders' viewpoints on their enactment of teacher leadership within the case study school. I used a multi-method approach to develop the case and collected data using individual semi- structured interviews, a focus group interview, observations and self reflective journals to obtain a rich description of teacher leadership within the school.

The next chapter focuses on the presentations and discussions of the findings of my research.



## CHAPTER 4

### PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 INTRODUCTION

The aim of this research was to explore how teacher leadership was enacted within an urban primary school and what the factors were that enabled teacher leadership or prevented this type of leadership from taking place. I tracked three teachers on their enactment of teacher leadership in the school. In this chapter I present the major themes and findings that emerged from the data. To reinforce my decision to use a qualitative approach, Cohen, Manion and Morrison (2007) state that qualitative analysis of data helps in “organizing, accounting for data, defining the context, and looking for the various themes that emerged” (2007, p.461).

I interpreted the data systematically in line with my research questions that I formulated and based it on literature from different authors on comparable issues. In presenting my findings, I chose to include many quotations from my three participants in the research as they emerged from the different data sets. In this chapter I also showcase the similarities and differences in the participants’ responses to the research questions posed. In my discussions of the findings I examined themes that emerged and located them within the theoretical framework of distributed leadership. In this chapter I use Grant’s (2008, p. 193) four zones of leadership (appendix 11) to locate the positionality of Teacher Leaders within the case study school.

The concepts and key themes that emerged from my study were related to the enactment of teacher leadership and an inclusive approach to how teacher leadership should ideally be distributed within a school. The following themes emerged from my study on the enactment of teacher leadership within the case study school: The school culture and teacher leadership, teachers’ understanding of the concept teacher leadership within and outside of the classroom, teacher leaders seen as role models, decision-making and democracy in the case study school, teachers as decision-makers, position, authority and power, and barriers to teacher leadership. The following abbreviations were used for the different data sets: FG – focus group interview, II – individual interview, JE-journal entry and OS – observation schedule. I now go on to give a

brief profile of the three participants that I chose to be part of my study: Teacher Leader A (TLA), Teacher Leader B (TLB) and Teacher Leader C (TLC) and my reasons as to why I decided that they would best suit the needs of my study.

## **4.2. PROFILE OF THE THREE TEACHER LEADERS**

### **4.2.1. SELECTION OF THE THREE TEACHER LEADERS**

I would like to remind the reader about the three teacher leaders that I chose and the reasons for my choice. As mentioned in Chapter Three, I intentionally selected post level one teachers from across the grades because I wanted to see if their perceptions of the enactment of teacher leadership were similar or different. My intention was also to see which factors supported or inhibited teachers in performing their roles of leadership. My motivation behind my choice of participants was that they were all committed to their own professional development and they showed commitment to their profession. I hoped that they would provide me with relevant but different information on the practices of teacher leadership in the case study school. As a unit, they had many years of teaching experience between them and reflected deeply on their own experiences and leadership practices. I believed that their experience between them and would be relevant and serve to illuminate my research. All the participants were ladies, two of whom were married, and one a single mother of two.

A brief profile of each participant follows in the next sub-section.

### **4.2.2 Teacher Leader A (TLA)**

At the time of my study, Teacher Leader A, had over 10 years of teaching experience. She taught in the Foundation Phase, teaching a Grade 2 class. She held the position of phase leader of the Grade 2 educators. This was an informal position that she volunteered to do. She was 42 years of age, married with a family of four, two sons and a daughter. The eldest son had an Honours Degree as a Human Resource Manager, while the youngest son was a second year Bachelor of Science student and the daughter was a recently qualified educator, teaching at the same school as her mother. I saw Teacher Leader A as a person that led by example and a person that was

deeply rooted in her faith as a Moslem. She came across as a lady of deep integrity, both within and beyond the school.

Teacher Leader A was a very hard working and dedicated teacher who motivated new teachers to always perform at their best. She gave guidance to locum teachers that came into the profession by playing the role of mentor and chaperone. She came across as a teacher that valued the strengths of both the children and teachers. TLA was someone that, when tasked to do something, did it to the best of her ability. She was never afraid of challenges and unafraid of failing or admitting that she did not have the expertise but she was willing to learn. TLA was pro-active, confident and willing to assist wherever and whenever the need arose. She was knowledgeable in curriculum matters, class processes and most matters that involved the running of a school. She not only led in and out of her class or phase but extended her leadership into the community where she served the community as a leader of the Moslems Women's Group.

At school she took on many leadership roles where she served as phase leader of Grade 2. She was co-ordinator of the Catering Committee, the grades Annual Awards Leader, and was also the coordinator of the Aids Awareness Campaign at the case study school. What was most striking for me was when this teacher led a Heritage Day event at the school, she put together a 'real court' scene, where various people were involved, like the local judge from the court, with a prosecutor, a policeman and a thief (role play). This was done to teach children that they must not be afraid of people in higher authority and they must speak out against child abuse. She had a strong work ethic and was a role model in the Foundation Phase. She also came across as a person that wanted to see transformation take place in the school. She had a deep desire to improve her skills, to attend workshops, to improve her qualifications by studying further, to attend all union meetings so as to keep herself abreast of all educational matters. She immersed herself totally in the leadership roles that were delegated to her at the school. She displayed a certain kind of confidence that inspired me to view her as a teacher leader.

### **4.2.3 Teacher Leader B (TLB)**

Teacher leader B, was a 32 year old, married lady. She had a family of three, a husband and two young children, one was in Grade two, and the other in Grade R. TLB had of teaching experience in the Intermediate Phase. TLB taught a wide range of subjects across the Intermediate Phase. She taught English to Grade 4 and 5, Arts and Culture to Grade 5 and Life Orientation to a Grade 4 class. The motivation behind my choice of her as a teacher leader was the fact that she was enthusiastic and wanted to learn all that she could. She listened with depth to discussions and was the first to attempt something new. She was not afraid of challenges, even if the outcome of what she did was in erratum. In the short time that she became part of the staff, she had successfully managed to organize the Mothers, Day assembly and fundraising with the guidance of her HOD. She quickly learnt the computation system at the school, how to compute the continuous assessment marks and to print reports and schedules. She openly assisted teachers who were not computer literate. TLB displayed characteristics of being confident and stood by what she believed in and would openly state if she agreed or disagreed with a person. I admired the way she handled conflict and dealt with parents. She always maintained a position of control and gave off an aura of self confidence. Disgruntled parents left the school feeling that they had been fairly treated. She always tried to shape her proficiency as a young teacher leader by giving more than 100% of herself both in the classroom and on the sports field. On reflection from her journal, at the beginning of her teaching career she saw herself as an *“immature, naïve person, a person of very little confidence, a disorganized person...”* (JE, p.5).

However, on reflection at the time of the study she saw herself as being *“very confident and strong, with a fierce determination to succeed”* (JE, pp.12- 13).To improve her qualifications she enrolled at the local university for a Bachelor of Education in Educational Leadership and Management as a part time student, despite the fact that she willingly took on teacher leadership roles that consumed her time. It was these qualities and made me select TLB with confidence in my study.

### **4.2.3. Teacher Leader C (TLC)**

Teacher Leader C, was a 36 year old, single mother of two. Her eldest child was in Grade 2 and her two year old daughter spent her day being supervised by a nanny at home. She was a

Christian and had a good work ethic. She had been a Grade 6 class teacher for ten years. She had recently completed her Bachelor of Education in Education, Leadership, and Management Policy. She taught Natural Science to Grade 6 and Arts and Culture to both Grade 6 and 7. One of the defining characteristics in my choice of her as a participant in the research was the fact that I saw the potential she had as a young teacher leader, especially being a young, single mother, which was a demanding task on its own. She displayed the greatest confidence when she was instructed to take on an informal role of leadership, and she carried out her duty with the greatest of responsibility. She was totally accountable for what she did and always offered to help where she could. Due to the flair that she possessed for Art, she had successfully coordinated an Art Exhibition at the school, which included working with people of different personalities. She was subject head for Arts and Culture, and for the Sports Programme. This included drawing up the sport codes for the term, sorting out the fixtures for the school and surrounding schools, purchasing all the school equipment and keeping a tight record of all purchases. She gave the teachers an opportunity to coach a sport where they felt that they were capable.

She put in extra hours after work coaching children in dance or completing tasks given to her. I wanted to understand how a person with so many outside responsibilities could still set such a high standard and achieve despite all odds. I was confident in choosing TLC as a teacher leader.

In response to the research questions, and the enactment of teacher leadership in the case study school, it was important that I first looked at each teacher's individual responses to the concept of teacher leadership and how they viewed themselves as leaders.

#### **4.3. TEACHERS VIEWS OF THEMSELVES AS LEADERS**

It was important for me to have a clear understanding of how the teacher leaders viewed themselves in leadership roles. When I asked the teacher leaders in the study if they perceived themselves as leaders and if they would participate in any leadership roles delegated to them by the SMT at the school, this is what they had to say. TLA stated that, "*I can say yes, I am a leader... I believe that I can take on any task if I am given the chance ...*" (FG, p.16). From the data TLA came across strongly that she was prepared to do more outside of her area of expertise.

There was a strong indication that she had the confidence and expertise to take on leadership roles as she had watched other members of the SMT carry out their duties and had learnt from them. It was clear that TL A needed to be empowered as a teacher leader for she did not want to remain a post level one teacher forever, *“I see myself in position someday, for I believe that I have a lot to offer...”* (FG, p.17). TLB saw herself as *“a leader because there is a lot that I do ...”* (FG, p. 19). While TLC felt that in terms of growth and leadership at the school, *“I think that I’ve grown and matured at this school and I do see myself as a leader. I would like to take on more responsibilities just to make my job more meaningful...”* (FG, p.20).

#### **4.3.1 TEACHERS’ UNDERSTANDING OF THE CONCEPT OF TEACHER LEADERSHIP**

Individual definitions of teacher leadership surfaced during the study across the different data sets which led to a greater understanding of teachers as leaders within the case study school. There was no common understanding of the concept of teacher leadership among the three participants. The varying descriptions of teacher leadership at times showed more divergence than similarities, for the concept was understood in a variety of different ways. However, the three teacher leaders were aware of leadership and what it involved. TLA saw teacher leadership through a lens of change as stated in the individual interview, *“teacher leadership is about change bringing about transformation within the context of the school”* (II, p.17).

This is in line with Astin and Astin who state *“leadership is ultimately concerned with fostering change... a “leader” is basically a change agent...”* (2000, p.8). Within the context of a young democratic South Africa with schools in transformation, TLA felt that, *“leadership should and must bring about change within schools”* (FG, p.12). She explained that a teacher leader, *“must make a change for both teachers and learners in a school by improving the learning conditions and raising the standard of teaching, a good leader must make a difference”* (JE, p.12). Against this call for change within schools, the need for teacher leaders gained more precedence than before. It called for teacher leaders to take on more responsibility, to take the first step and for the urgency of the SMT to distribute their leadership. TLA saw leaders in schools as being promoters of the change process.

Literature on leadership speaks about leaders as being transformatory in nature, as well as having the ability to align people by motivating, inspiring and empowering them (Kotter,1990; Sergiovanni 1998).The data revealed that the teachers want to be seen as part owners the organization that consumed them. For example, TLB stated that, *“I spend most of my time at school, and when I look back I want to see that there have been changes...”* (JE2, p.5). Teachers were interested in transformation and they all saw that in order for the school to be more productive there was a dire need for change. TLA commented that *“you get to a point where you want to see change at different levels at a school; change must first be at management level”* (JE.2, p. 12).

When asked in the individual interviews what their understanding of the term teacher leadership was, TLA responded by saying: *“As a leader you are in a particular position to lead people, to give guidance, to change situations and to give support, it is someone that inspires, motivates people, someone that takes risks...a leader steps up and out, they go the extra mile and influence others...”* (II p.1). In addition, a teacher leader was also seen as a person who had leadership qualities, and as a person who had experience and the expertise to lead people within an organization. In direct contrast to TLA, TLB saw the concept of teacher leadership through a lens of an advisor, someone that gives guidance to people which goes hand in hand with duties and responsibilities. In the individual interview, TLB stated that *“leadership goes together with duties and responsibilities, a leader guides and advises people, I see it as a way forward, it is someone that has the experience and the expertise to lead, the ability to take people confidently from one place to the next, so that teaching and learning can take place smoothly, someone that acts in the best interest of all the staff...”* (II p.1). Furthermore, TLC viewed a teacher leader as a person who has great vision, and leads from the front. In the individual interview she stated that she saw a teacher leader as *“someone that thinks beyond the box, a person that can constructively plan, has great organization skills and can facilitate things... a person that can lead a staff towards the schools vision, someone that can use their initiative, and some one that is willing to take on extra duties outside of the normal school time”* (II. p.1).

Despite the variations in the definitions of teacher leaders as presented above, the data set across all the sources revealed that there were some similarities in the views of the three teacher leaders.

TLA saw teacher leaders as having qualities such as: “*a good personality, being approachable, having good organizational skills*” (TLA, II, pp.17- 19), whereas, TLC saw teacher leaders as “*not being a scatter brain... not overbearing, someone that is willing to coach you in a gentle manner, giving you the space to lead under their guidance...sharing their expertise...*” (TLB II, pp.18-20). Similarly, TLC saw a teacher leader as “*someone that can lead people....is transparent, accountable and trusts you to lead...*” (II, pp. 22-25).

From these responses it was unmistakable that the teachers were aware of teachers as leaders, and that they held analogous views on teacher leadership. This was important for me, as a researcher because this revelation added depth to my research, as it reinforced the fact that the above qualities of teacher leaders could not be seen in isolation from the situation or context in which leadership was practiced.

The teachers in the study used many descriptors to describe teachers as leaders. TLA saw a teacher leader as “*big thinkers*” and as a “*positive role models*” (II, p.18- 19) whereas TLB and TLC saw teacher leaders as “*motivators*” ( TLB, II, p.18; TLC, II, p.23).The most unanimous descriptor used by all three teacher leaders was a teacher leader being seen as a “positive role model”. By using the findings in the data I will now go on to capture in depth what the teacher leaders meant by seeing teacher leaders as ‘*role models and big thinkers*’. I will begin with the theme of teacher leaders as ‘role models’.

#### **4.3.2. TEACHER LEADERS AS ROLE MODELS**

All three participants in the study saw leaders as being role models. During the personal interviews and within the reflective journals, teachers expressed their opinions on teachers as role models in the following manner: TLA in the focus group interview stated that “*a leader is someone that you can look up to as a positive role model, someone that represents us in a constructive manner and shares what they have learnt...*” (FG, p.1). TLB viewed a teacher leader as “*someone that sets a good example for others to follow, and treats everyone the same... They are role models to learners and colleagues...*” (FG, p 1). Within the individual interview, TLB said that leaders “*are role models, they go the extra mile and they influence others in a positive way...*” (II.p.2). Furthermore, TLC envisioned a leader as someone that is “*in the*



*forefront, you cannot say one thing and do another, because people are looking up to you ... you lead by example...*” (II, p. 2). In addition, TLC explained that a leader is a role model that sets *“an exemplary behavior at all times, it is some one that you want to be like...”* (FG, p. 2).

These types of comments on role models came up throughout the data which afforded me the liberty to reflect more comprehensively about the teachers’ perceptions of teacher leadership within a South African context. Although the enactment of teacher leadership is a fairly new notion to most South African teachers, the three teachers in my study were conscious of the concept and want to be seen as future role models by their colleagues and learners.

#### **4.3.2 TEACHER LEADERS ‘VISIONARY LEADERS’ OR ‘BIG THINKERS’**

The three teachers in the study held a common view on seeing a leader as a person that has a vision for the school or thinks outside the box of conventional thought. They saw a leader as someone that aligns the vision of the teachers with that of their own.

They felt that teacher leaders were concerned with the bigger issues of a school, and they enunciated a vision based on the needs of the school. Together they saw a leader as someone that has greater knowledge than most, someone that plans ahead and sees the “bigger picture” (JE, TLA.p.3; TLB, p.5; TLC, p.8). TLA held the view that a leader is a “big thinker” when leaders *“have a great vision for the school which you think is unattainable, they lead the staff towards reform efforts ... leaders that do not see any obstacles ...”* (FG, p. 3). Similarly, TLB perceived a “big thinker” as *“ a person that has ten year plan for the school...A person that sees into the future, and wants to take the school to a different dimension...A person that has sound values, and is considerate...Leaders have a clear sense of direction ... ”* (FG, p. 4). In line with this thinking, TLC saw a big thinker as a person that *“plans for the future, a person that looks ahead and sees the school in a different place or position, they paint a positive picture for the future...”* (FG, p. 5).

The three participants in the study viewed a *visionary leader* as someone that anticipates change, is proactive and sees opportunities for teachers to grow as leaders rather than seeing problems. They were seen in terms of transformational leaders who saw the need for change and whose

visions were being fulfilled. The common view that surfaced was that leaders must lead in a positive manner empowering all teachers to take up leadership roles. In line with this thought, TLA felt that *“leaders must create ways in schools to empower teacher leaders to take on leadership roles....leaders have to encourage teachers to lead; we have to know the vision that the school has...”* (II, p .2).

In summary, my findings across the data sets revealed that teachers saw leaders as role models, motivators, visionary leaders, that ultimately results in the empowerment and enactment of all teacher as leaders.

#### **4.4 THE ENACTMENT OF TEACHER LEADERSHIP**

I used Grant’s (2008) four zones of teacher leadership to locate teacher leadership in the study. The key themes that emerged and that I will be discuss in this section are: teachers as leaders within the classroom, the enactment of teacher leadership beyond the class -room and within the decision making process, the locus of power within the SMT and the impact of the enactment of teacher leadership on the three teacher leaders.

##### **4.4.1. TEACHERS AS LEADERS WITHIN THE CLASSROOM**

In this section I refer the reader to the Zones and Roles model of the enactment of teacher leadership by Grant (2008) as it is represented in Chapter Three. Zone one of the model focuses on teacher leadership within the classroom and the attempts by teachers to elevate their standard of work. It states that *“teachers must be seen as leaders within the classroom, where they continue to teach and improve their own teaching”* (2008, p.86).

What emerged from the data was that teachers experienced teacher leadership as being restricted to their classrooms and there was very little leadership being distributed to post level one teachers by the SMT at a whole school level. All three teachers described leadership within the context of their classrooms where they led and promoted good leadership. For the three teacher leaders their greatest strengths lay in their classrooms for this was where they saw themselves as leaders. As TLA responded, *“in the classroom I am the leader, but out there I am just a post level one teacher”* (II, p.14). The classroom served as the most effective group leadership effort

for it served as a collaborative learning environment .The classroom served as the most effective group leadership effort for it served as a collaborative learning environment. TLA saw the classroom as a place where, “*we work together, and we learn from each other ...*” (FG, p. 12). The teachers saw their classrooms as a place where they were safe; where they learnt about themselves and their leadership efforts, where they acquired knowledge shared by peers for them to be effective teachers.

These teachers created safe and secure spaces that allowed their expertise to flourish. In the words of TLA: “*I am most comfortable in my class, I set my own goals and I achieve what I set out to do*” (II, p. 1) .In the same line of thought, TLC stated that “*I am a leader of my learners, I enjoy being in the classroom, as it gives me a sense of control and freedom to unpack the curriculum the way I want to so I can achieve my outcomes*” (II, p.3). The Teacher Leaders understood their roles of leadership to be cemented within their classroom where there was no hierarchical control. So within their own space the teachers had the power and freedom to act and to reach new heights of leadership. Within the zone of the classroom, teachers experienced the ownership of their classes and freedom of space to carry out their various duties which included being in control of learners and instituting discipline. For example, TLA explains in her journal, “*I am in control of my class and my children are well disciplined*” (JE, p.5). Teachers felt that they worked hard with all administrative tasks being handed in on time, as seen by a comment from TL A, “*I never miss a due date ... my assessment, my reports are on time ...*” (JE, p. 5). From the data analyzed it was evident that the teachers aimed for effective teaching and learning in the zone of the classroom.

I once again reflect the definition of teacher leadership by Katzenmeyer and Moller which states that “*teachers who are leaders lead within and beyond the classroom...*” (2001, p. 5). It is evident that teachers in the case study school were conscious about teacher leadership and it working effectively within their classrooms. They saw themselves as leaders within their classrooms; this was their sphere of influence, where they were in command of the situation. As TLA mentioned, “*the mere fact that I am a teacher, I see myself as a leader, I am in control of 34 children and my role is to impart knowledge...*” (FG.p.10).

In a similar vein, TLB commented that as a teacher *“you have to lead and guide so many children, you automatically become a leader, and the children look up to you for guidance...”* (FG .p 12).

TLC also stated that teacher leadership is linked to counseling for she affirmed that there was a need to counsel learners as a lot of learners come from dysfunctional families and needed motivation to stay in school, and to complete their homework tasks or to do well in class. TLC reinforced the importance of learning areas such as Life Orientation and the need to guide children all the time. She stated that *“many children come from dysfunctional families and they need us, we serve as counselors, psychologists, and mothers...”* (II, p.25). In line with this, TLC further regarded herself as a good disciplinarian, for children with discipline issues were always sent to her to deal with. TLC stated that, *“teachers send most of their children with discipline issues to me...”* (II, p. 15). TLC saw these informal roles as part of teacher leadership.

Furthermore, all three teacher leaders saw themselves as au fait with the new changes within the curriculum and were able to help the new teachers that had entered the profession. What teachers said about them being in control during teaching time was observed during my walk about. During my observation, I became aware that *“children were in their classes, no teachers were sitting at their desks and no classes were disrupted “.* (OS, p.4) Furthermore, in line with the school rules, children had to be issued with a ‘pass out’ from the teacher then they were allowed to be out of the class for what ever reason (OS, p.3). It became apparent that, *“teachers were always on the look out for the principal and would warn other teachers if he was on a walk-about”* (OS, p.3). There was never a *“down time for teachers...”* according to TLC (JE, p.9). On closer observation, it became evident that teachers did not comment on how they *“could improve their teaching strategies within the classrooms, or how they could create innovative ways to assess their learners”* (OS, p.5). This was because they were too involved in making sure that children were in line, at their places and there was no noise in the class. This was their idea of being in control.

In the next section I move onto the enactment of teacher leadership that goes on beyond the boundaries of the classroom.

#### **4.4.2 THE ENACTMENT OF TEACHER LEADERSHIP BEYOND THE CLASSROOM DEVELOPING WORKING RELATIONSHIPS WITH OTHER TEACHERS**

I applied Grant's (2008) zone 2 to make sense of the teachers' responses to the enactment of teacher leadership outside the zone of their classroom. My findings showed that the understanding of the enactment of teacher leadership extended itself to outside the realm of the classroom to that of co-curricular and extra-curricular activities where teachers were mostly involved in various committees and sporting activities.

Their leadership extended to assisting new and less experienced teachers. All teacher leaders were seen to be change agents at the school because they were prepared to move out of the confines of their classroom to assist the less experienced teachers in curriculum matters (Role 2) and to give guidance to teachers in improving their classroom practices (Role 3). They did this by developing working relationships with their colleagues in their phase and moving across the phase. They provided curriculum knowledge to new teachers by assisting them in curriculum issues such as syllabus coverage, work schedules, lesson and year plans (Role 2). Mentoring of new teachers included giving them guidance in the preparation of lessons and giving them meaningful feedback. (Role 3). These teacher leaders served on grade committees as heads of learning areas where they guided and evaluated teachers (Role 3) to create effective teaching and learning educational practices in the school.

When teachers were asked how they contributed to the provision of curriculum knowledge to educators within their field of expertise, there was a range of their responses. For example TLA explained as follows, *"I am presently a grade leader in my phase, so we sit together as a team and unpack what we are required to teach for the year. We share ideas and information and share out the duties in terms of lesson plans, rolling off of worksheets..."* (II, p.17). Similarly, TLB commented by saying that as, *"a subject head for English, I encourage teachers to sit together and discuss what they have to teach and what themes they have to follow for the term ... I also look for new methods of teaching, or interesting worksheets over the internet and present them to the teachers, or source new lesson plans etc from other schools..."* (II, p.18).

Within Zone 2, role 3 of the model, reference is made to the mentoring role of teacher leaders. Within this study, the teachers understood teacher leadership as an informal role that they undertook in mentoring new teachers that came into their department. Zey (1984) cited in Anderson and Shannon captures a mentor as a person who “oversees the career and development of another person usually a junior, through teaching, counseling and providing support ...” (Anderson and Shannon, 1988, p. 39). These participants all took on the role of mentor in the different phases that they were in. From the data it becomes clear that they befriended new teachers, supported them, encouraged them when they had to teach, observed their lessons and gave them positive feedback. In other words, the teacher leaders entered into a mentor relationship with new teachers. To illustrate this, TLA commented as follows; *“I enjoy meeting new teachers. I like to guide them and offer my support when they have to do things ...”* (F.G. p. 5). In a similar vein, TLB stated; *“it’s tough being a new teacher in this environment, so I try to help them as much as possible, make them feel comfortable....”* (F.G. p. 7.). From the data it was seen that the teachers were aware of the purpose of making the new teachers feel a sense of comfort at the school so that a good working relationship could develop which was beneficial to both the teachers and the pupils.

The three teacher leaders in the study were conscious of the fact that for effective teaching to take place at the school they had to work together and to assist the new teachers in the different departments at the school. TLB, commented by saying that she helped new teachers by assisting them in curriculum matters, *“when a new teacher comes in to the phase or my grade I like to ensure that they settle down quickly and I assist them in planning their work schedules and work plan, I roll off the same worksheets that I use for my class for her class...”* (II, p. 12). In line with this thinking, TLB described her mentoring role as follows: *“I mentor or guide the new teachers that come on board, I like them to settle quickly, not that I know everything, but its just important for me to share what I do know...I like to help with their lesson plans, what to teach, stationery and text book handouts, the collection of paper, finance collections... aah, just easier methods or short cuts to things...”* (II, p, 15).

The three teacher leaders in this study worked effortlessly to empower the new teachers; they engendered trust and capitalized on the diverse talents of the new teachers. Assistance given to teachers was mostly subject and curriculum based. In line with zone 2 of the model, there was evidence from the data that teachers collaborated with teachers outside their classroom and, in the process, gaining the best possible results by helping to improve teaching and learning within and out their classrooms.

Teachers saw the importance of collegiality and working together as a team, as TLA, commented: *“There is no ‘I’ in the word team, we all try to work together for the benefit of the entire school”* (J.E.p.14). Teachers felt that working together with teachers in the same phase, created secure bonds with the people, which was important for they needed this type of support at the school. This type of collegiality encouraged them to work harder and to give of their best. This support gave the teachers’ confidence to try new ideas in their classrooms even if their input was not recognized by the management of the school. Teachers had the following to say on team work at the school. TL A stated that, *“I can’t stress enough how valuable team work is at a school, if didn’t work as a team I personally wouldn’t know what to do...”* (II, p.20). TLB problematised the idea of team work, she stated that: *“we like to believe that we as teachers can work together but I tend to disagree for even in the SMT people don’t work together...”* (II, p.21). TLC felt that it was important for teachers to work together and *“come out with good workable situations”* (II, p.21). Teachers saw the need for collaboration but they just needed to be given the opportunity to do so.

However, while teacher collaboration existed between teachers in the case study school, TLB in the research equated her leadership to positional authority. As TLB mentioned: *“I am a leader because I head the English Department, what we teach, when we assess, how we assess...I like to be in control. I am a stickler for dates. So I make sure I send reminders to teachers to hand in their work on time...”* (II. p. 5). My interpretation of this was that TLB became controlling whilst executing her duties and I argue later in this chapter that is a possibility that she took her cue from the principal of the school.

In the case study school, teachers worked in a very controlled and restricted environment, however on observation I did notice that teacher were: *“battling with discipline issues, which I found interesting for the routines at the school were really fixed”* (OS, p.6) On further observation classes were: *“noisier than usual even with teacher in the class room; at times teachers would walk out the classroom due to uncanny behavior and refused to teach that class”* (OS, p.6). TLB commented in her journal: *“there are discipline issues, the children do not hear us, and they speak even when the principal enters the class”* (JE, p. 18). In my observation at the school *“children were seen to be really unruly and lacking in discipline. Teachers would send learners to the office; they were then handed over to the HOD’s to deal with discipline problems”* (OS, p.6).

My observation at the case study school was that structures were set in place to maintain discipline, but these did not always work for the problems continued unrelentlessly. The teachers felt that they wasted their time sending learners to the office because learners would come back ‘smiling’. On observation this seemed to frustrate teachers. To maintain discipline, the case study school had three assemblies a day: one in the morning, and after each break, where learners were reminded about things like their behavior, school fees and litter control. Then learners would lead off in ‘single file’ to their class rooms with their educators and prefects standing at certain points, but *“the noise levels would be high and this noise would filter into the classrooms”* (OS.p.7) Thus resulting in teaching time lost. Teachers complained of the 30 minute lessons but when they approached management about the negative impact that it had on the teaching time, *“complaint fell on deaf ears by the SMT”* (TLC, FG, p.10). On this issue TLC commented as follows: *“I find it very difficult working within a 30 minute time span, there is not much you can do, no sooner have you started to teach you have to pack up, the next teacher is waiting to come in...”* (FG, p 8.). One got the sense from the data that there seemed to be a lot of teaching time lost at the school and while the teachers were aware of it, they could do nothing about it, so things continued in the same vain.

From the study one was able to distinguish that the teachers were fully aware of the pressure put on them by the principal of the school when it came to the end of a term. The teachers



commented on the structure of the school, the stress of continuous assessment, punching in of learners' marks, printing of schedules and reports and redoing reports when their comments to the learners were not in line with that of the principal.

The three teacher leaders agreed that term endings were extremely stressful and TLA felt that she became "*burnt out due to the excessive pressure put on her by the principal of the school...*" (TLA, JE, p.9).

I was fortunate to observe a phase management meeting at the case study school. On observation the meeting was conducted in "*a calm professional manner with a positive spirit*" (OS, p.8). The teachers were asked if they had encountered any problems in the grade with regard to learners' performance and whether they referred children to see the school psychologist. During the meeting teachers were asked about the up-coming assessment period and if they were ready to enter their marks onto the computer. Teachers spoke freely about the poor attitude of learners towards their work, their non committal to homework, and the fact that they were not covering enough work due to the many disruptions that occurred at the school. They also spoke of the lack of response from the parents when called in to discuss their children's poor performance. They all had the same belief system that "*the children were just not listening anymore*". (TLA, JE, p.14).

In the next section I looked at the enactment of teacher leadership within the zone of the school and whole school development issues with my focus on decision making within this zone.

#### **4.4.3. THE ENACTMENT OF TEACHER LEADERSHIP WITHIN THE DECISION MAKING PROCESSES AT WHOLE SCHOOL LEVEL**

This zone connects with the work of Day and Harris (2002) who reflects on teacher leadership as it focuses on participative leadership where colleagues work together to shape whole school development efforts. According to Grant's model (2008), Zone three, is where teachers should become more involved in leadership practices in the area of whole school development. Grant makes reference to "teacher leadership in relation to sport, extra-curricular activities and the

school task teams, those are related to developing school policy and concerned with developing the staff..." (2008, p.520). When engaging with the data in this case study, it was evident that teachers were concerned with the holistic development of the learners. On observation it was clear to see *"that teachers collectively worked together to improve their teaching strategies and to coach children in different sports"* (OS, p.10). Teachers would *"diligently go out on their extra- mural days, find a space on the grounds and coach learners with limited resources"* (OS, p.10).

The school had different sport codes like soccer, hard ball cricket, mini- cricket, rugby and netball. Each sporting group was headed by a post level teacher within the grade and children were placed in teams according to their age. It became apparent during my observation that all teachers were treated as equal including the SMT, with the exception of the principal, all were responsible for a sport, where they *"trained learners and met sport fixtures"* (OS, p 11).

Sports committees were headed by post level one teachers. The only problem that I foresaw here was that the sports committees did not remain intact, teachers rotated every term, year, and there were no fixed structures. In other words teachers did not have a say as to which committees they would prefer to work in, it just depended on which grade they taught at the beginning of each year. However, it also meant that leadership was being delegated to post level one teachers, be it on a lesser scale. In the individual interview, TLA stated that she enjoyed coaching children for sports, *" I coach mini- cricket to the little ones and we go out and play other schools..."*(II, p.21).The teacher felt that it was important to develop the child not only in the class room but on the sports field as well.

One of the main criteria for the enactment of teacher leadership is the fact that even the most cogent principal cannot be responsible for all the major decisions at the school. There is a need to involve teachers in the decision - making processes at the school, for the main criteria of distributive leadership is the involvement of others in the decision - making process. Findings from the data revealed that in Zone three, the decision-making process were contrived where

teachers were asked for their input on major decisions only to find out decisions had already been made by the principal and cascaded to the SMT. My findings indicated that teacher participation in the school wide decision making processes was limited as teachers were not always consulted on major issues that affected them. Most of the decisions were made by the principal and then presented to the staff. In this regard, TLC stated that: *“although the principal gives us the impression that we are part of the decision making process, I don’t think so ... decisions have been made prior by him and given to the SMT...”* (II.p.16). The three teacher leaders agreed with the comment made by TLA in the focus group interview on shared decision - making processes: *“ we are called to a decision - making meeting and somehow you can sense that the decision has been made prior by the SMT, so why call the meeting, he’s simply wasting our time....”* (FG, p, 18). In line with this view, TLB felt that: *“Decisions are made by one person at this school, they come from the top, they are then given to HOD’s, there is no democracy...but he believes there is... (ha,ha,ha)”* (FG, p. 10).

In a similar vein, TLC questioned the power of the SMT as a democratically elected structure. She felt that the SMT did not even have power when it came to decision-making because she believed that the principal monopolized all the decisions. On decision- making at the school, TLC commented by saying that, *“I don’t think that the SMT plays a major role in the decision making process, the principal may ask for their input but he over rides it. He asks them to come up with plans or policies but they are never put into place, he runs the school according to him...”* (II, p, 14).

During my observations I sat in on a staff meeting where fundraising was discussed. During the meeting the principal asked for input from the teachers for a fun day at the school. Teachers *“were interested and wanted to be a part of the decision- making process. They made inputs like having different committees for different stalls”* (OS, p.12).

In the meeting TLA asked , *“would it be possible to have a break fast stall,* whereas another teacher suggested *“ having fun activities for the learners like a jumping castle and face painting*

...” (OS, p.13), another teacher suggested advertising for the fun – day “ *we could raise more money if we contacted the local news paper and advertised our school function....*” (OS, pp.13-14). Yet, another teacher volunteered to make the tickets for the sale of the items like refreshments. Another teacher suggested that “*the tuck shop be closed for the day, to enable teachers to make a profit...*” (OS, p.15). The principal welcomed suggestions by the teachers, but he had the final say as to what they could and could not do. As TL A, commented in her journal entry “*you cannot use your initiative, which puts a dampener on things for you know that although you have been asked for your input, it will be changed once it gets to the office...*” (JE.p.13).Furthermore, TLC mentioned in her journal that meetings become “*telling sessions*” (JE, p. 15). A further comment given was in relation to the school physical education out- fit. In this regard, TLC, commented: “*we were asked for ideas on the kit, colour, design...but at the end of the day we just saw a kit arriving and the children were told to purchase it ...*” (II, p.21). TLA further commented. “*Why was something like that not opened to the entire staff to make their input, why did the principal make the decision, we really do not have a say in anything...( II, p.16).*”

The three teacher leaders felt that that the needs of the school were being dictated to them despite their opinions being asked for. Yet another example of this lack of involvement in decision-making was given by TLA who commented on the teachers’ duty roster for the year by saying they have endless problems with the duty roster for they are never consulted, the principal never looks at their strengths when drawing up the duty roster: “*... at the beginning of the year you are simply presented with your duty on a landscape sheet of paper, there has been no discussion, once again you are simply instructed, there has been no consultation.. I’m in gardening, I can’t tell a rose from a carnation but I must look after the school gardens.... And it’s senseless even going to question him...*” (II, p.17).

Findings from my observations at numerous staff meetings was that as much as there was some sort of discussion amongst staff at the meetings with regard to decision- making, it appeared as if a culture of contrived collegiality was the order of the day at the school. As early as in the second journal entry of the participants there were attempts by the teachers to describe the

elements of ‘contrived collegiality’ (Hargreaves, 1993) that existed within the current school leadership (SMT).

Findings from the data revealed that the principal and SMT controlled the culture of the school in relation to the decisions pertaining to the school with staff inputs limited to certain menial issues. Teachers felt that they would like to be part of the decision-making process at the school, for example, TLA explained: *“I like to give my opinion on issues but I am not heard”* (II, p 13). Findings from across the data revealed that teachers were seldom heard, *“we are never heard....its his way or no way...”* (TLC, II, p. 23). The three teacher leaders felt that most of the time decisions were pre – determined by the SMT. From the data it was also revealed that decisions were accepted as if they came from certain members of the staff. It depended on ‘who’ made the input, and this determined the outcome of the decision. This was explained by TLC in the following way: *“If the principal likes you are a certain age, then he will listen to the person...”* (II, p. 9). Findings concluded that the principal was not consistent with his interaction with his staff members and he did not treat all staff members equally.

From the data it was plain to see that important decision-making in the area of whole school development was done by one person, the principal, with little or no input by the SMT or the teachers. Teachers that were well liked by the principal or the SMT were given a voice. As a result, ‘voiceless’ teachers become very despondent, and demotivated, with many teachers *“applying for transfers to other schools or taking drastic steps and resigning”* (TLC, II, p.25). Teachers felt that they could not take ownership for the school if they were not part of the decision-making process. The three teacher leaders in the study felt that they should be consulted more in the decision- making processes at the school. The data revealed that the SMT leaned towards displaying an autocratic style of leadership when staff inputs were not involved.

In summary the findings show that teacher participation in the school wide decision -making processes (zone 3) was limited, as teachers were not always consulted on major decisions that

affect them. In the next section I discuss Zone 4 and the enactment of Teacher Leadership beyond the school into the community.

#### **4.4.4. TEACHER LEADERSHIP BEYOND THE SCHOOL INTO THE COMMUNITY**

I used Zone 4 of the zones and roles model to illuminate my findings on the enactment of teacher leadership roles moving beyond the school into the community. Zone four of the model states that teachers must extend themselves beyond their ordinary classroom duties into the community. According to Grant, teachers that fit into this level are teachers that are on the “SGB, and those acting as union site representatives, those working at all help desks of the various trade unions or those becoming chairpersons of district learning communities” (2006, pp. 520 -521).

In response to questions on teachers leading and taking up duties that required leadership beyond the classrooms into the community, teacher leadership was seen in a negative light for teachers in the case study school who saw this merely as an additional burden to their already overloaded duties. Thus, the three teacher leader only displayed leadership within the first three levels of the model. Although one of the teachers represented the staff on the SGB, she had no power. This was because “*the SGB meetings were held by the principal who led the meetings and was in control of all decisions* (TLB, II, p.27). He had a fixed agenda and a time limit for the meeting. It was the view of the teacher leaders that the SGB members were supposed to represent the school, but they simply listened to the principal and they came across as a powerless entity in the school. TLC saw the SGB simply as a body to append their signature on a cheque. As commented in the individual interview, “*we never see the members of the SGB, only if they pop in to sign a cheque or to present the Annual Budget at the end of the year...*” (TLC, II, p.19).

The teachers in the school saw the need to network with other teachers across the school, but they conceded that time was a barrier, so they only networked within their own circles at the school. In this regard, TLB stated that “*I just do not have the time to set up meetings with teachers from other schools... too bogged down with my teaching load and administrative duties, there is just no time...*” (II, p. 17). The teachers in the study saw the need to network across the school and into the community and to be involved in other educational matters. However, they

felt there just was not enough time to do this due to their work overload. This put an added strain on the team spirit and collegiality of the colleagues within the case study school.

#### **4.5 BARRIERS TO THE ENACTMENT OF TEACHER LEADERSHIP**

The three teacher leaders in the study were questioned about the challenges that they encountered in enacting teacher leadership roles as post level one teachers. I will now go on to discuss these barriers that hampered the enactment of teacher leadership.

##### **4.5.1. THE LOCUS AND THE POWER WITHIN THE SMT: LEADERSHIP EQUAL TO AUTHORITY, POWER RELATIONS AND POSITION**

The data sets revealed that there were strong elements of autocratic leadership in the person of the principal. In this case study it was his “*way or no way*” (TLA, JE, p, 5). The teachers described the principal as a person that took control over others, and did not allow for group inspired decisions.

He is far “*too autocratic*” (TLA, JE, p.6) in the way he led. The principal was further described as a bully by TLA, “*he is a bully, his decisions are cast in stone, there is no democracy, but he thinks there is...*” (JE, p, 6). Comments like these from the three teacher leaders pointed to the possibility that the principal was not a transformational leader as is envisaged by the Task Team Report in Education, Management Development (1996). TLA emphasized the point that the principal should recognize and value the differences in viewpoint of the teachers. TLA commented in her journal by saying: “*In a school it is impossible to all have the same viewpoint, we must agree to disagree but how we disagree is important ...*” (JE, p. 17). On observation this was not the case at the school, for the SMT always had the final say, and reaching a mutual agreement with a common goal was the most difficult step for the teachers at the school.

The issue of power was the focus of much of the data across the data sets. For example, TL A was of the opinion that the teachers had very little power in the line of decision- making at the school. For example when the three teacher leaders were asked what they thought about the

control of the principal and the SMT at the school, this is what they had to say: “*far too controlling, they have too much power...I just go along with it...*” (TLA, II, p.19). TL B felt that she simply went along with what the SMT said: “*sighs...that’s a hard one...as a post level one teacher I have no say, I just listen and follow instructions...*” (II, p 21). These quotations attest to the inequality of power that existed amongst the educators in the case study school. The power relations that existed were unquestionable and they were accepted as a natural occurrence and in the line of duty. As TLA: commented: “*we simply listen to the current leadership. We do not question it...*” (FG, p. 10).

Negative perceptions about the principal, his leadership style and how he handled issues littered the data .This was a matter of concern for the three teacher leaders who felt that they needed to foster a closer relationship with the principal. It was their view that a good leader is someone that leads by example and if a poor model is emulated then it could result in many disgruntled educators, as was the case in this study. To emphasis this point, TLA commented that the principal, “*needs to work more closely with us, we are in the classrooms, he spends too much time seeing to other people problems, and forgets about us...*” (II. p. 10).By virtue of his position in the school, the principal had the power and the liberty to create rules that suited him at the expense of the teachers. Teachers felt stressed out, as stated by TLC , “*its tough out here, he shows no compassion, I think he thinks we all like to complain, you can be hell sick, or in hospital all he worries is when you will be returning to work*” (II. p.7). The three teacher leaders were of the view that they would be able to give more to the school in terms of duty, only if they were treated with more respect and dignity, and if the SMT operated less hierarchically. For example TLB commented that she: “*... would feel a greater sense of ownership or loyalty to the school if we were just treated with greater respect... I think I will become more aware of my leadership roles if I am allowed to lead and I will stick to it even if I am faced with challenges if the leadership style was different...*” (II, p. 13).

In this case study there were strong boundaries that existed between the leadership roles that the teachers enacted and the SMT responsibilities due to the hierarchical organization of the school. Although there was strong evidence of collegial support and trust amongst colleagues in zones 1 and 2, it was clearly clouded by leadership in the school being dominated by the principal. The



three teacher leaders commented on the leadership style of the principal in various ways. TLA commented that, *“it is his way or no way...”* (JE, p.7). Whereas, TL B commented by saying that *“the principal makes a decision where he should of involved the staff, we are not allowed to question him, we have to accept it or else we are told that if we are not happy we know what to do”* (JE, p, 7). In line with this view, TLC stated that, *“the current leadership of the school is too centralized to one person, who is more of a control freak...he likes to be in control...far too structured...”* (FG, p.9).

The teacher leaders in the study commented on the fact that there was a huge gap between post level one educators and the SMT. Teachers felt that somehow the SMT was under the false notion that the school was running efficiently and effectively because the SMT was in control of everything. What the SMT did not realize was the fact that teacher leadership was being stifled at the school. There was a false sense of order, resulting in little personal growth. Teachers were reluctant to take on leadership roles for they saw the SMT as always being in control or being superior to them with little distribution of power in the school. Leadership was understood as being equal to power and in proportion to the title that one held. As TLC commented: *“there is no space for a post level one teacher...”* (FG, p. 8). It was evident that teachers still worked within a top- down imperious leadership practice at the case study school could do nothing to change. TLA further commented that the, *“Leadership at the school is very autocratic, the makes decisions without the staff, there is no transparency, and he believes there is...”* (JE, p.9). In line with transformation at the school TLC stated, *“ some times one can see that the SMT really want to make a change, but I feel the damage has been done, the gap between the top management and post level one teachers is far too wide...”* (II, p.20). Although the principal was seen by many as an excellent manager for he got the job done although he ruled with an iron fist, there was little distributed leadership in the school. Teachers were told what to do, how to do it, when to do it and what not to do. Although this superiority by the principal made the teachers less confident of taking on leadership roles it did not take away their passion for the profession.

However, it must be noted that although the power was centralized in the person of the principal, some members of the SMT were seen to have sound leadership skills, were approachable and supportive of leadership initiatives. TLA explained that, *“...some members of management are more approachable...they allow you to do what works for you in your class...and that for me is*

*good enough...*” (II, p.12). Similarly, TLC, felt that “...*some members of the SMT do allow you to run with your own ideas...and to be part of the decisions that affect your grade...*”(II, p.18) TLC, had the same sense that some members of the SMT allowed the teachers to be pro-active when it came to decision- making. She stated that, “*they give us a chance to lead... it is a pleasure to work with some members of management...*” (II, p. 19). In line with this view, TLB felt that it was important that the SMT made them feel like leaders, and not just like people who “*cannot think and use their initiative, as a leader I want to be valued as more than just a teacher...*” (II. p. 16). On a positive note, TLC felt that she “*totally enjoy working with one particular member of the SMT. She gives us so much confidence in our selves ...she allows us to make decisions, ones that are going to work for us in or classrooms...*” (II, p.18). TLB stated that: “*when I am given an opportunity to lead by the HOD’s, it makes me feel worthwhile and appreciated by my colleagues....*” (II, p.19). This sense of recognition made the teachers feel appreciated and, in so doing went the extra mile with their teacher leadership responsibilities.

Another barrier that prevented teachers from engaging in teacher leadership roles was the work overload and time being a major constraint. I now move on to reflect on work overload and time constraints as a barrier to the enactment of teacher leadership in the case study school

During the interviews teachers expressed their views on teacher leadership opportunities at the school and the fact that they were not afforded the opportunities to lead. The findings from the research indicated that teachers felt that they were simply not empowered enough to take on leadership roles, as these were reserved for the SMT.TLA commented that: “*we are just not allowed to take on bigger responsibilities. Not knowing how to do a time- table, compiling departmental stats or working out the time for the day when there has been a change in the programme, the printing of reports and schedules...this is disempowering...*” ( II, p. 18). The teacher leaders felt that these skills were important and should not be kept for the select few. TLC commented by saying , “*we can add value to the school, if we are just given the chance , but I think that the SMT feels that if they gave us a chance to lead their positions would be in danger, or that their power is being destabilized at the school...*” (II. p.12).

The teacher felt that no- matter what they did at the school, their input was not recognized by the SMT. TLC commented by saying that, “*recognition of work done only comes with status and who you are at the school...*” (II.p.9 ). TLA felt that the principal never recognized anyone for work done, and this de- motivated teachers. She explained that “*only my HOD recognized the work I do and is appreciative...*” (II. p.10). Once again the enactment of teacher leadership abilities were hampered by the very people that wanted to see a progressive school. The teachers felt that the manner in which the SMT reacted to them as leaders was not empowering. The SMT were seen as a form of gate keeper to their development as teacher leaders. TLA responded by saying that, “*The SMT are afraid for us to enter their world, I think it the mind set of the SMT. For it is run autocratically, one man band, the divide and rule scenario ...*” (II, p. 10).

The teachers in the study did not feel valued or supported by the SMT. They felt that the SMT needed to be more transparent and foster a culture of trust, openness, confidence, consistency and positive affirmation which would work to the advantage of the school. The SMT needed to work with the teachers, by redistributing their power and duties that would help the teachers to develop as effective teacher leaders.

The teachers felt that the gap between post level one teachers and the SMT would continue to widen if the SMT did not have a paradigm shift to which evolved the distribution of power to post level one teachers. By seeing themselves as different and equating leadership with status was a problem therefore it was imperative that the SMT look at post level one teachers as partners in the practice of educational leadership rather as opponents.

#### **4.5.2. WORK OVERLOAD AND TIME CONSTRAINTS**

In both the individual and group interviews all three teacher leaders undeniably felt that they were simply not managing their time and their duties that were connected to the enactment of teacher leadership. They felt that they simply did not have the time to fulfill their leadership roles as they were too embattled within administrative duties. TLA commented that “*its tough being in this environment, you feel as if you on a roller coaster that’s never going to stop...*” (II, p.22). She further commented that the less she was involved in teacher leadership roles the better it

was for she still “*had a life after school...*” (II.p. 9). Teachers felt that the demands made on them at the school were arduous and far too extensive and as a result they really struggled to cope with their daily duties. Time management was a major concern as TLA commented, “... *there is far too much to do, outside of your normal teaching load...*” ( FG,p.10).

All teacher leaders complained about the work overload and how it impacted on them as individuals. TLC commented that, one had to battle with issues like, “*many children not coping with the medium of instruction, the learners attitude to work was poor.... Fundraising was exhausting... the discipline was poor... class size was huge ... far too many disruptions during the day...*” (FG, pp.10- II, p.25) However, there was a general consensus amongst the teacher leaders that they could not cope with the extra demands put on them by the principal of the school. On observation, at the school with all the pressure that the principal put on the teachers, “*many teachers absented themselves from work*” (TLA, II, p.28). The result was that teachers had to do relief which they found as an exhausting task. TLA commented in this regard: “*we are told that non – teaching time is a privilege and not a right, but you are so overloaded that you so look forward to that free half an hour...*”(JE, p.6). During the interview I asked the teacher leaders as to what coping mechanisms they put in place that allowed them to cope with all their duties at the school. TLC stated: “... *I remain behind after school to catch up on work that I did not manage to do during the school day...its sheer hell .I’m a single mother of two so I cannot afford to take any work home...*” (II .p.13) TLB stated: “*G..., its tough, and that is my honest opinion, its hard to keep afloat here, sometimes I feel ill, stress related, I’m stressed out here at this school, there’s just too much to do*” (II.p. 18). TLA felt that: “*After a full day at this school I just want to go home, relax and not think about this place, we lose it here sometimes...I try to do elbow marking in the class, taking books home is just a no...no...* (II, p.9). Thus, it can be seen that the lack of time was a huge barrier to the enactment of teacher leadership in the case study school.

The results of the study also revealed that teachers were not empowered as leaders to take on leadership roles at the school. This non- empowerment of teachers by the principal resulted in

the school thus the enactment of teacher leadership being hampered .I now go on to discuss another barrier to teacher leadership, that of a culture of favouritism in the school.

#### **4.5.3 A CULTURE OF FAVOURITISM**

Findings in the research showed that teachers were eager to take on leadership roles at the school but they were negative about the current leadership. The relationship of the principal with other members of the staff was unprofessional. The principal showed it clearly that he liked some members more than others on the staff. As TLC wrote in her journal “*here you have to be in good books with the principal to get what you want...*” (JE, p. 17). It is from remarks like these that one can see that the principal had favorites on the staff. He befriended certain people and would not chastise them in same manner in which he would someone else that had done a similar transgression. He allowed them certain privileges which was noticeable. TLC commented : “*if I go to him and ask him to attend my child ,say my child is ill, he would question it, but in the next breath he would allow some one else to leave the premises for something less important.. I don't understand*” (II, p, 25). This was viewed as an unfair practice, leaving teachers de-motivated.

The data indicated that this unfair practice demotivated teachers that were truly committed to the profession and that had a passion for the job. TLC responded that it was, “*... plain to see that the leader has his favorites...he just treats them differently....*” (II, p 21). TLA, felt that, “*The principal ...I think he takes people that he can bully and tell them what to do...people that won't stand up to him...*” (II. p. 22). TLC saw the principal as a person that befriends certain teachers and “*allows them to get away with stuff...*” (II, p. 23).

These unfair relationships of practice were all examples of the practice of leadership within zone 3 of the school where the principal openly undermined the staff. There were hardly any collegial relationships between himself and the staff. In line with this view, TLC stated that “*the principal will reprimand an educator in a staffroom...it undermines you..... This is just not done in a staffroom...*” (II, p.19) TL B explained that she: “*does not mind positive criticism, but the way he does it, he belittles you in a staff meeting...*” (II, p.23). In line with this view, TLC felt that “

*the principal should speak directly to the person and not pass a general remark in the staff meeting...he makes us all feel bad ...” ( II, p.20).*

The literature argues that teacher leaders within an organization have to have a good working relationship with the leaders in the school so that a collegial culture can emerge, where teachers are free to interact with the SMT and their colleagues. The teacher leaders in this study continued to depict the principal’s dominant position in the school as detrimental to their growth.

I now move on to discuss the impact that the context of the case study school had on the enactment of teacher leadership.

#### **4.5.4. THE NEGATIVE IMPACT OF THE CONTEXT ON THE ENACTMENT OF TEACHER LEADERSHIP**

##### **4.5.4.1. A LACK OF CONFIDENCE OF TEACHER LEADERS**

The three teacher leaders in the study felt that it was important that they as post level one teachers, be empowered to seize teacher leadership opportunities. Teachers felt that whether they take up teacher leadership roles formally or informally they are committed to them and they will perform at their best. The teacher leaders felt that at times they were afraid to take up leadership roles for fear of being seen as failures for they were not confident in the field of leadership. TLA commented on seeing herself as a leader, *“I feel pressured when I think of myself as a leader, I see it as a very overwhelming and daunting task...”* (FG, p. 14). TLA continued to say that being a position of leadership at the school was frightening for , *“... no matter how small you have erred, sitting in the office and explaining your action is worse, you are hauled over the coals..”* (FG, p.14). TLB commented that, *“... I have to be of sober minded and brace myself for the task and the flack that one has to put up with, honestly it’s scary. You have to be very brave...”* (FG, p.16). Similarly, TLC, commented on her feelings of being a leader by saying, *“its hard being a leader here, its not a pleasant task you don’t only have to deal with the SMT, but also the teachers...eih...”* (FG, p. 17).

The SMT did not realize that these aspiring teacher leaders were on a learning curve and needed to be directed and empowered in doing the right thing. As an SMT, they needed to be more

sensitive to the needs of the teachers for they provided a service to the school and were actually lessening the load of the HOD's. The unequal power relations and the unfair distribution of duties by the SMT made these teachers despondent to embrace leadership roles. Teachers felt that the SMT should develop support structures for up and coming teacher leaders. In this regard, TLB commented that one should not *"run to the office with all complaints..."* (II, p.10) as this discredited the SMT as leaders in the school.

Across the data sets, the teachers expressed views on teacher leadership opportunities and the fact that all the recognized leadership opportunities like being a subject head or spear heading big functions like the Golf Day, or the schools Annual Awards Day were left for the SMT to coordinate. As a result teachers were left to run with the small practices like fundraising for Spring Day or Mothers Day. The teachers in the study felt that they needed to build their confidence as leaders by being involved in bigger projects at the school. TLA commented that if, *"we are not allowed to take on more substantial roles of leadership...then how are we going to learn"* (II, p.28). TLB felt that, *"the SMT are already in formal positions of leadership, they need to help us to grow by sharing their knowledge...so we can gain confidence to be leaders..."* (II, p, 28). In this same line of thought, TLC commented that, *"I need to lead in more recognized positions...to gain more confidence...I don't want to be a fundraiser..."* (II, p 30).

#### **4.5.4.2 JUST NOT GOOD ENOUGH**

Teachers in the study felt that no matter how hard they tried to enact leadership, they felt that issues of trust and a lack of confidence amongst members of the SMT acted as barriers. TLA commented in the individual interview that *"the leaders of the school do not trust me and my competence in doing the job, they are to fast in putting you down..." sometimes the people just look for reasons for you to fail...no matter how hard you work, its just not good enough..."* (II, P. 23). In my opinion I got the sense that there was a total lack of confidence by the SMT in the teachers' abilities to become leaders.

From the actions of the SMT, the teachers did not want to take up teacher leadership at the school. The SMT served as a barrier, instead of an enhancer to teacher leadership.

From the data it was revealed that being a teacher leader at the school was difficult, for there was no joy or freedom in being a leader. Many teachers shied away from of leadership and responsibility. The teachers felt that within this harsh context there was no need for teacher leaders because the SMT took control of all duties and left little or no space for teacher leaders to lead. The teachers felt that within the school teacher should not just be appointed as leaders, but there should be programmes in the school in which they could develop teachers as leaders. TLC stated that this is all to do with the principal because *“he knows what he is looking for... maybe we do not fit his criteria”* (II, p. 21). When asked if they were willing to take up leadership positions at the school this is what teacher leaders had to say, *“there is a lot at stake ...with leadership there is a great sense of responsibility that is placed on your shoulders, you are accountable. You have to be very tactful in the way you handle different situations...”* (FG, p. 3). TLB responded as follows, *“You have heard the term ... you can either make it or break it, I feel like I’m breaking at times....swimming against the current...”* (II, p. 10). In addition TLC stated that: *“I have mixed emotions.... There are times when I am ok with it, , but there are times when I am fearful, there times when I just want to scream,... daunting , overwhelmed ya..”* (II, p.19).

Through this behaviour teachers were reluctant to take up leadership positions at the school for many teachers felt that they would rather not work with someone of this caliber when their opinions were not valued. TLC commented on the impact the principal has on her as a teacher leader, *“just the thought of working with someone like this makes me have second thoughts...”* (II, p. 22). The findings from the research showed that teachers felt that they were simply not empowered enough to take on school administration duties, as these were reserved for the SMT or the senior teachers on the staff. TLC commented that, *“we are just not allowed to take on bigger responsibilities...”* (II, p. 25). This acts as a barrier to the art of developing a teacher in school administration. The teachers felt that these were skills that all teachers should be able to do and not just a select few. TL C further commented by saying , *“we can add value to the school, if we are just given the chance , but I think that the SMT feels that if they gave us a chance to lead their positions would be in danger, or that their power is being destabilized at the school...”* (II. p. 12).

The three teacher leaders saw the above together with their non recognition for work done as a barrier to their development as a teacher leader.



#### 4.6. CONCLUSION

In my study I can say that teacher leadership together with distributed leadership is very slowly emerging in the school. The teachers at the school are eager to take on teacher leadership roles and to provide input in school decision-making processes. The data revealed that teachers openly volunteer to be part of initiatives and to make sure that they run to the benefit of the school. They work with new teachers in mentoring programmes and they feel good about this role. However, leadership distributed by the principal and the SMT, to post level one teachers was restricted to zones 1 and 2. Teachers were elected as group leaders, subject heads, different committee heads, they spear headed different exhibitions like the Art and Science by the SMT. Teachers empowered themselves by taking up leadership duties within their own phases and distributing duties within the grade. From the data it was clear that leadership in the case study school was still largely delegated by the principal particularly in zone 3. Teachers were delegated duties in the form of duty rosters, sport duties, play ground duty and fund raising committees. Although there was a form of teacher leadership emerging, delegated or authorised distributed leadership was at play. The findings indicate that most of the important tasks were not distributed to post level of teachers, but were kept strictly for the SMT. They handed over less significant tasks to the post level one teachers.

Data revealed that there was definitely a gap between the working relationship between the SMT and the post level one teachers. Despite this, there were relationships of collegiality and collaboration between staff members, particularly in zones 1 and 2, which was positive. Teachers wanted to take on leadership roles, but they needed greater support from the SMT team in their quest for leadership. Despite the many barriers presented in the study that impeded teacher leadership in the case study school the teachers showed that they needed to be empowered so that they could take on further leadership roles at the school. Teachers need to be afforded the opportunities to develop as emerging teacher leaders. Without effective teacher leadership and change, they believed the school would slowly die a death of non transformation.

The last chapter presents the conclusions and recommendations of the case study school.

# CHAPTER 5

## CONCLUSIONS AND RECOMMENDATIONS

### **5.1 INTRODUCTION**

This chapter indicates the conclusions and the reflections on the study. Both my reflections and conclusions are based on significant findings in relation to what the data disclosed. In this chapter the main findings of my research are briefly summarized as they responded to the research questions. Each of the critical questions that guided the study are addressed in this chapter. Recommendations of the study are included. I end the chapter with some concluding thoughts on the enactment of teacher leadership and the factors that impede or promote it in our South African schools.

### **5.2. SUMMARY OF FINDINGS**

#### **5.2.1. TEACHERS UNDERSTANDING OF TEACHER LEADERSHIP**

My findings showed that the teachers in the case study were unfamiliar with the concept of teacher leadership, and their responses to the concept were not unanimous. Their responses to teacher leadership were, at times, hesitant for they did not have a confident understanding of the term. The varying descriptors of the term teacher leadership included, 'teacher leader as a role model', as a 'mentor', a 'big thinker' and as a person that 'guides someone'. Their perceptions of a teacher as a leader were held through a lens of change and transformation and one of position and authority. Data confirms the research of Grant (2005) that teacher leadership is indeed an emerging concept; hence teachers were unfamiliar with the concept and did not use it easily. The three post level one teachers did not see themselves as leaders even when they carried out leadership tasks that were delegated to them from a higher authority. Teachers were seen to be having leadership skills but they needed the opportunities to use them. The teachers needed their leadership skills to be nurtured by the formal managers in the school so they could become effective teacher leaders. Research done by Ragagopaul (2007) Singh (2007) Grant (2008), Ntuzela (2008), reveal that teacher leadership in most South African schools is still an emerging concept.

The enactment of teacher leadership in the case study school was in line with the literature by Harris and Muijs (2004), that teacher leadership must be seen as a fluid and emergent concept which opens up the doors for all teachers to become leaders at various points in their lives. According to Barth (2001) all teachers can lead and he suggests that if schools are going to be places where children learn and accept joint responsibility for the outcomes of the school, then all teachers must lead for the good of the children. He further suggests that all teachers must have a shared sense of purpose. Implicit within the data in my study was the fact that teacher leadership happened within the classrooms with teachers taking control of the learning process and leading. However, in direct contrast there was not much scope for teacher leadership beyond the boundaries of the classroom. Data revealed that although leadership duties were available beyond the classroom, they were the privilege of a select few.

These teacher leaders had in common strength of values and a desire to impact on learners' education in positive ways. Overall, the teacher leaders relished their involvement in the practice of leadership although it was restricted. They revelled in leadership challenges and they actively sought opportunities for professional growth which came with the practice of leadership. They invited themselves into the practice of teacher leadership where they could be becoming mentors to new teachers and role models to both teachers and learners. They became leaders with insight as they formed net working groups, and became phase leaders and administrators, whilst liaising with parents and the SGB. Although these teacher leaders all experienced times in their careers when barriers to teacher leadership seemed overwhelming, during these periods, they relied on the strength of their belief systems their desire for excellence and their work ethic.

### **5.2.2. TEACHERS' THE ENACTMENT OF TEACHER LEADERSHIP**

In response to the first critical research question in my study, that being how is teacher leadership enacted within an urban primary school, I applied Grants' (2008) four zones of teacher leadership to analyze the findings from the research and to make sense of the participants' perceptions and responses to their enactment of teacher leadership. In applying zone one of the model, teacher leadership in the classroom, my findings demonstrated that teachers worked hard at improving their own teaching in the zone of the class room (role one) where they understood their leadership roles to be in control of the classroom dynamics, to be good

managers, and they enacted leadership with their learners. They saw themselves as being talented motivators of others, they were facilitators, they solved problems, and they were initiators of programmes that worked best for their learners. They nurtured quality teacher leadership that was displayed by others, and they built on the skills of others by showing confidence and trust in their workmanship. They further displayed a sense of purpose to be good classroom managers and administrators as well as excellent teacher assessors of the subject material. Their understanding of teacher leadership was powerfully demonstrated within the classroom.

The data further revealed that the teachers in the study were involved in teacher leadership outside of their classrooms as they worked with other teachers in curricular and extra-curricular activities. (Zone two). They took up leadership roles by working with other teachers beyond the confines of their classrooms. They worked as a team by providing curriculum knowledge (Zone three) and served as a support base to colleagues that were not so familiar with the content of the curriculum. They assisted in planning the years' work and distributing the duties within the phase in terms of daily lesson planning, rolling off of instructional worksheets for the grade, disciplining learners and assisting with assembly and ground duties. They further assisted in selecting reading material and suitable text books for the grade. They worked together in relation to the phase they were in, the grade they taught in, the subjects they taught, the different sports that they were involved in and the type of fund raising activity that they were assigned to them by the SMT. They readily took on the roles of mentorship (Zone 2) and guided new teachers without having it being stipulated by the office. In other words, within this zone they worked within a dispersed leadership framework.

It is possible that this type of shared leadership increased the sense of efficacy within teachers when leadership was distributed. The findings here suggested that the teachers themselves relinquished power to other colleagues with the intention of developing them as teacher leaders. Teachers displayed a strong sense of collegiality and collaboration. These two aspects, according to Bush, "are at the heart of teacher leadership and for it to be effective it has to encompass mutual trust and support, which was shown in more than one way" (2003, p.10).

However, it must be noted that although there was a thread of collegiality and collaboration that exposed itself within zone two, it was found to be contrived in the area where teachers worked

on whole school development issues where decision-making was controlled by the SMT. I can compare these findings to the case study research done by Singh (2007), within a South African perspective, where her findings on collegiality and collaboration were also found to be contrived.

In zone three, it was found that leadership was controlled by the principal in an undemocratic way. Although the teachers did not agree with this undemocratic leadership style they felt they owed the school, together with the learners, a certain type of allegiance where they worked as a team in the best interests of the school and the learners. In Zone three, the teachers made sure that the plans laid out by the principal were carried out (role five). They further took part in decision-making (role six) in issues concerning the Fun Days at the school like Mothers Day, Spring Day, The Art and Science displays, as well as organizing the catering functions at the school. They took on the roles of monitoring the pupils' behavior at the school, and setting the standard both within their class rooms and outside of the classes.

They were further able to use the limited resources at their disposal. They found time to connect to key sources outside of the school to bring much needed resources to the school in terms of fund raising. Thus, within the third zone, there was almost no teacher leadership but teacher negotiation and management. The principal controlled all leadership and decision-making processes which led to an alienation of his teachers.

In the final zone, my data indicated that there was little evidence to suggest that teacher leadership took place between neighbouring schools into the community (Zone 4). Due to the many barriers that teachers faced, like work overload, time constraints and longer teaching, they felt that there simply was no time to interact with and lead teachers from other schools. Networking within their own school was therefore then the only solution for they still met their desired outcomes.

In conclusion teacher leadership was more prominent in zones one and two whilst in zone three teacher participation in decision making was in the hands of the SMT. There were almost no examples of teacher leadership in zone 4.

I now move on to discuss the teacher leader relationships with the SMT.

### 5.2.3. RELATIONSHIPS WITH THE SMT

With relevance to the first research question on the enactment of teacher leadership, my findings suggested that there was very limited collegiality between the SMT and the teachers. The SMT at the school used a delegated form of leadership as opposed to distributed leadership. The SMT delegated menial tasks to teachers or tasks that they did not want to do. Teachers felt that the SMT was afraid to distribute its power and instead retained it. However, the SMT retained too much control and found delegation difficult according to the teachers. The teachers found that the SMT was largely devoted to maintaining its own power. Its approach was making sure that its status remained unharmed, whilst, at the same time, enhancing it at the expense of the leadership of post level one teachers. The data revealed that the SMT found it difficult to work with anyone that aspired to becoming a ‘teacher leader’ for it saw the person as too much of a threat to its own leadership. The SMT appeared to exclude teachers from big decision-making opportunities and kept this privilege for themselves. They palmed off duties that they did not want to do, or duties that were of lesser importance.

From the data, it became clear that the principal wielded all the power, and controlled the SMT, who in turn controlled the teachers. The SMT responded to orders that were defined by the principal of the school. The SMT appeared to be reluctant to distribute leadership roles to teachers despite their formal position of authority that allowed for such distribution.

This top down autocratic management style of the principal prevented teachers from taking on leadership roles. This led to many teachers becoming disgruntled and demotivated. As a consequence, many teachers probably began to mirror a sense of control rather than one of leadership in the classrooms and beyond. Management and administrative functions rather than leadership became the focus of the case study school.

My observation of the culture of the school investigated was that it was shaped by the principal and the SMT. The words of Bush “the way we do things around here” (2003, p 89), rings true for this school for at the end of the day “*it was his way or no way*” as stated by TLA in her reflective journal (JE, p.10). In contrast, the literature suggests that a supportive environment must be created which supports the promotion of the enactment of teacher leadership in a school. In other

words, the principal operated as a barrier to teacher leadership and his position and personal power influenced the culture of the school.

#### **5. 2.4. THE PRINCIPAL AS A MAJOR BARRIER TO TEACHER LEADERSHIP**

In answering the second critical research question on the factors that promoted or hindered the enactment of teacher leadership within the school, the teachers were faced with autocracy as being the first enemy that hampered their progress as teacher leaders. This autocracy was displayed by the principal of the school which ate away at them like a cancer. Within this study, the principal of the school emerged as a strong barrier to the enactment of teacher leadership.

Whilst there were a few examples of teacher leadership at the school the findings, highlighted a strong element of an autocratic leadership style by the principal of the school. As a TLA reminds us that: “*its was his way or no way*” (JE, p.10). The present leader was described by TLC as a “*control freak and a bully*” (II, p, 17). This autocratic type of leadership influenced the teachers understanding of teacher leadership in the case study school. In this very autocratic and controlling learning context, teachers were influenced by this type of leadership and were unable to see beyond it to other alternatives. As a result, some of the teachers began to demonstrate an autocratic style of leadership towards some of their own colleagues, without them even being aware of it. The hierarchical style of leadership was very dominant and the SMT believed in a form of delegated leadership as opposed to an inclusive form of distributed leadership. This type of leadership created a ‘don’t care’ attitude with the staff resulting in staff members who did not give of their best, thus making it difficult for transformation to occur in the case study school.

As a result of the lack of distributed leadership in the case study school teachers became reluctant to do more than just teach, resulting in teacher leadership being stymied. My findings demonstrated that teachers had very little influence over the decision-making processes at a whole school level, thus resulting in their motivation as teacher leaders grinding to a halt. Decisions were simply made and imposed by the principal, like their subject load and subject grade. There were no negotiations as to each teacher’s placement within grades as this was never based on the teacher’s strengths at the school. Muijs and Harris (2003) argue that there are a number of barriers that must be overcome and preconditions need to be met to ensure that

teacher leadership operates effectively. Teachers in the study wanted to extend their influence but they were faced with a top down management system that hampered their teacher leadership capabilities. The teachers were being led by a SMT that was afraid to distribute their power to teachers.

Furthermore, teachers in the study felt overwhelmed with the work load that was given to them, and highlighted the fact that the same people were give the same workload repeatedly. Teachers felt that they did not have the necessary skills to tackle some of the leadership roles that they were required to adopt, yet they remained accountable to the principal. Having summarized my findings I now move on to reflect on the methodology I adopted in my research.

### **5.3 REFLECTIONS ON METHODOLOGY AND THE GROUP PROJECT**

The methodology I adopted was a qualitative case study. I chose my own school as a case study to carry out this in-depth study on the enactment of teacher leadership. Furthermore, I chose three post level one teachers from the school to gain insight as to whether the school promoted or hindered the enactment of teacher leadership. In deciding on the data sources, I had to consider the approach that would best fit the research questions and the research instruments that would allow me to gather the information that I needed. I used a multi-method approach using focus group and semi-structured interviews, observation and reflective journals to collect the data. I needed the use of this multi-method approach so as to allow for triangulation and crystallization of data. I used the thematic content analysis to find recurring themes across data sources. I believed that these were the most appropriate methods to use to capture the full essence of this case study.

Having recently completed my Honours Degree in Education, Leadership and Management and having worked as a group on the research module I saw the benefits that a group project had on my work ethic. As a group member, I was motivated by the pressure from within the group to perform at an optimum level. I was afraid of getting left behind and the pressure from the group was what kept me going to meet all deadlines. This forced me to work when at times it just seemed like I was merely plodding along.



I do not think that I would have been able to complete a project of this magnitude in the minimum period if it was not for the commitment of the supervisor to the project together with the support of the 11 group members. I am of the belief that this was the first time that a project of this magnitude and in this manner was embarked upon in the Faculty of Education at the University of KZN. I believed in its success and am definitely proud to be a part of the process.

#### **5.4. RECOMMENDATIONS FOR THE PRACTICE OF TEACHER LEADERSHIP WITHIN SCHOOLS**

When approaches to the enactment to teacher leadership in education are essentially authoritarian with very little consultation, as has been the case in this study and still is the case in other schools within the South African context, then leaders and managers of schools should focus on enhancing their own leadership skills thereafter the skills of competent individuals within the school, thus allowing them to carry out their leadership roles in an efficient and effective way. Katzenmeyer and Moller (2001) suggest that teachers assume their leadership roles in the classroom and beyond. My point of reference within the context of my study is: How do we expect teachers to assume leadership roles when they are led in an authoritarian manner and are not given an opportunity to become leaders of people?

It would be liberating to post level one teachers if the SMT considered a shared decision-making strategy for the school where all would benefit from the fair delegation of leadership roles. By so doing, the implications of a decentralized leadership system in this school would lean towards a broader and more inclusive understanding of the enactment of teacher leadership. Principals of schools should be more committed to the view that the South African strategy for the enhancement of teacher leadership must embrace the fact that leadership must be a shared between the principal, the SMT, the SGB, the administrators, teachers, parents and learners. Principals should be able to distribute their power without fear of their positions being challenged. According to Young, (1996,) cited in Cohen *et al* (2007), “the inclination to ignore power relations within and between the teachers creates a false impression that there is unity” (Cohen *et al* (2007, p.125).

The practical benefits for the enactment of teacher leadership for the staff would be if the SMT could look at altering the time-table so as to enable the future teacher leaders to participate in more collaborative planning time and to discuss curriculum matters. Time should be set aside to do all the administration in the class so less time would be spent outside of the class and more on teaching the learners. In line with this view, Ash and Persall (2000) feel that time at schools should be spent on people and processes (value added activities) rather than on paperwork and administration.

Having worked within this case study context for a while and being part of the SMT I was genuinely interested in listening to the teachers as to what motivated them or demotivated them to take up teacher leadership roles in the school. My research findings have left me with feelings of disappointment and guilt within myself as part of an SMT that has failed its people.

I was voiceless in the SMT, as a result of a domineering principal and embedded in the autocratic leadership culture. However, on a positive note this research has enlightened me on my belief systems and what I should do to promote the enactment of teacher leadership in a school thereby making teaching and leading more worthwhile for my colleagues. It is important that I as a leader serve as a support structure by empowering aspiring teacher leaders, by giving them all the guidance and support in becoming future teacher leaders. As a future teacher leader builder, I believe that there should be structures in schools that promote the enactment of teacher leadership by doing simple things like; restructuring the duty roster, the time tables, allocations for the next year, looking at the improvement of the school development plan, looking at areas for staff development, the placement of teachers in grades making sure that all teachers are fairly treated and by creating a platform for teachers to challenge the present status quo within schools.

## **5.5. RECOMMENDATIONS FOR FURTHER RESEARCH**

The enactment of teacher leadership in our South African schools is in its embryonic stages of development. The transformation towards the enactment of teacher leadership requires all principals and teachers in schools to have a change of mindset on traditional leadership practices. Teacher leadership within the South African context has received negligible attention in contrast

to the body of research that exists in international countries. There are definite gaps in South African research that requires an in-depth research.

I do believe that an area of further research would be to look at the roles that principals play together with those of the SMT and their involvement in the enactment of teacher leadership at schools. It would be encouraging to see the positive spin offs of distributing teacher leadership, where they together with the staff share a common vision for shared decision-making. As a future teacher leader it would be phenomenal to see principals allowing staff to be part of the decision- making process at the school, without relinquishing their power as formal leaders and without feeling that their positions as formal leaders are being compromised. Grant, argues that principal should be willing to relinquish their power to others and abandon “leader-follower dualisms for multiple, emergent, task focused roles” (2006, p.520). I suggest that for a future study, principals in schools should be part of an action research project where they become part of a research where they are actively observed in areas as they go about the distribution of leadership and delegation of power. A point of interest would be to look at the criteria that are used by the principal of schools when duties are delegated to post level one teachers, and what the impact of this delegation has on the educators.

Another area for future research would be to look at the impact that an authoritarian principal has on the lives of teachers in a school and why they remain unaccountable for the low self esteem that has been created by his rule. In line with this thought, why do these principals believe that they are untouchable, for leaders in schools are considered to be leaders and not dictators? I feel that this aspect of leadership deserves to be researched with the intent to change principals’ perceptions on the enactment of teacher leadership. In closing teachers are considered to be the most valued resource within a school and they must be nurtured, as Sarason (1971, pp166-67) observes: “teaching becomes neither terribly interesting or empowering to many teachers, can one expect them to make learning organizations interesting to students where all are in line to benefit from their abilities as teachers” (cited in Fullan 1992, p.131).

## 5.6. CONCLUSION

The research has brought to light that the enactment of teacher leadership in the case study school was still in its embryonic stages. It was restricted and required a different mindset by principals to allow it to properly emerge. In this study the practice of teacher leadership was enacted by the teachers in their classrooms where they felt that they were good leaders. This is where the teachers demonstrated most of their skills as leaders. The classroom was probably the place that served as a safe haven for the teachers. They identified themselves as leaders if they could maintain discipline and order in their classrooms. Outside of the classroom, teachers saw themselves as leaders if they could participate in extra-curricular activities and by being mentors to new teachers who joined the school. The teachers did not seize networking opportunities with other schools where they could meet other teachers to discuss and reflect on their teaching practices, because they did not have the time to engage in such activities for they were feeling the brunt of work overload. Teachers did not operate as leaders at a whole school level because of the stifling control by the practice of leadership by the principal. Instead of leadership, much of the school culture involved control through management and administration functions. Thus, I concluded that this was a negative case study.

In conclusion, I argue that without the enactment of teacher leadership in the case study school, the status quo will remain the same and the school will make little or no progress in the art of distributed leadership practices within schools. We as leaders of schools do not have the luxury of waiting to see teacher leadership evolve. We need the courage to act, despite the resistance we might meet. Allow me to end with a quotation: “There are needs. The time is right. The potential exists. If not now, when? If not now, why?” (Deever 1996, cited in Le Grange, 1999, p. 40).

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# APPENDICES

## Appendix 1

## APPENDIX 2: LETTER TO THE PRINCIPAL



### Faculty of Education

University of KwaZulu-Natal  
Private Bag X01  
Scottsville  
3209

The Principal

Dear .....

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

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

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

My supervisor is Ms. C. Grant who can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development). My contact number is 076 33 63 101.

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

Yours faithfully

---

GAEL LAWRENCE

**Student number: 206521893**



## APPENDIX 3 : LETTER TO THE PARTICIPANTS



### Faculty of Education

University of KwaZulu-Natal  
Private Bag X01  
Scottsville  
3209

Letter of Invitation

Dear .....

I am sending this invitation to you as a teacher who might be interested in participating in research on the topic of the role of teacher leadership in schools.

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

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

I am seeking three teachers who:

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

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

Cell number : 0763363101  
Home : 033 3461696  
Work : 033 3876262  
Email : gaellaw@yahoo.com

Thank you  
Yours faithfully  
Gael Lawrence

### **DETACH AND RETURN**

### **DECLARATION**

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

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

Signature of participant  
\_\_\_\_\_

Date\_\_\_\_\_

**APPENDIX 4**  
**TEACHER LEADERSHIP IN ACTION 2008 - 2009**  
**SCHOOL OBSERVATION SCHEDULE**

**1. Background information on the school**

- Name of the school
- Number of learners
- Number of teachers
- Number on SMT
- School Quintile
- Subjects offered
- What is the medium of instruction
- Pass rate 2005\_\_\_\_\_ 2006\_\_\_\_\_ 2007\_\_\_\_\_ 2008\_\_\_\_\_
- Classrooms: Block\_\_\_ Bricks\_\_\_ Prefab\_\_\_ Mud\_\_\_ Other \_\_\_\_\_
- Does the school have the following:

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

- School fence
- School fees per annum
- Does your school fund raise
- List your fundraising activities
- School attendance : Poor\_\_\_ Regular\_\_\_ Satisfactory\_\_\_ Good\_\_\_ Fair\_\_\_ Excellent\_\_\_
- What is the average drop-out rate per year:

- Possible reasons for the drop out:
- Does the school have an admission policy:
- Is the vision and mission of the school displayed
- What is the furthest distance that learners travel to and from school
- Have there been any evident changes in your community after 1994.

## **2. Staffing**

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

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

- Are the learners supervised?
- Is active teaching and learning taking place?
- Are the learners loitering? Reasons?
- What is the general practice of teaching – teacher or learner centred?
- What subjects are taught?
- Is there a timetable?
- Do learners or teachers rotate for lessons?
- Has the school responded to national/provincial changes?
- Is the classroom conducive to teaching and learning?

- Is there evidence of cultural and sporting activities?
- How are these organized and controlled?
- Is there evidence of assessment and feedback based on assessment?
- Evidence of teacher collaboration in the same learning area?
- Is homework given and how often is it marked?
- Are learners encouraged to engage in peer teaching or self-study after school hours?

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

##### Organisational Structure

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

- Relationship between the SGB and the community?
- How does the governing body handle school problems?

**5. Relationships with Education department and other outside authorities**

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

**APPENDIX 5**  
**TEACHER LEADERSHIP IN ACTION 2008 - 2009**

**TEACHER QUESTIONNAIRE**

**INSTRUCTIONS FOR QUESTIONNAIRE**

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

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<sup>1</sup> The word 'educator' refers to a post level 1 educator

**A. BIOGRAPHICAL INFORMATION**

**1. Gender**

Male	Female	
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2. Age

21-30	31-40	41-50	51+	
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3. Your formal qualification is:

Below M+3	M+3	M+4	M+5 and above	
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4. Nature of employment

Permanent	Temporary	Contract	
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5. Employer

State	SGB	
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6. Years of teaching experience

0-5yrs	6-10yrs	11-15yrs	16+yrs	
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**B. TEACHER LEADERSHIP SURVEY**

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

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

**B. 1**



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

## **B. 2**

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

**Instruction: Please respond with a CROSS either Yes/ No/ Not applicable, to your involvement in each committee.**

**If YES, respond with a CROSS by selecting ONE option between: Nominated by colleagues, Delegated by SMT or Volunteered.**

**B.3**

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

41. Teacher Union						
42. Assessment committee						
43. Admission committee						
44. Other (Please specify)						

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

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

## B.4

<b>My school is a place where:</b>	4	3	2	1
45 The SMT has trust in my ability to lead.				
46. Teachers resist leadership from other teachers.				
47. Teachers are allowed to try out new ideas.				
48 The SMT (School Management Team) values teachers' opinions.				
49. The SMT allows teachers to participate in school level decision-making.				
50. Only the SMT takes important decisions.				
51. Only the SMT takes initiative in the school.				
52. Adequate opportunities are created for the staff to develop professionally.				
53. Team work is encouraged.				
54. Men are given more leadership roles than women.				

## D. Teacher Leadership: Open-ended questions

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

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

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

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

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Thank you for your time and effort!

**APPENDIX 6**  
**TEACHER LEADERSHIP IN ACTION 2008 - 2009**

**SMT QUESTIONNAIRE**

**INSTRUCTIONS FOR QUESTIONNAIRE**

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

**A. BIOGRAPHICAL INFORMATION**

**1. Gender**

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

2. Age

21-30	31-40	41-50	51+	
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3. Your formal qualification is:

Below M+3	M+3	M+4	M+5 and above	
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4. Nature of employment

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

5. Years of teaching experience

0-5yrs	6-10yrs	11-15yrs	16+yrs	
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6. Period of service in current position

0-5yrs	6-10yrs	11-15yrs	16+yrs	
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**B. SCHOOL INFORMATION**

7. Learner Enrolment of your school

1-299	300-599	600+	
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8. Number of educators, including management, in your school

2-10	11-19	20-28	29-37	38+	
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9. School type

Primary	Secondary	Combined	
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10. School Fees

No Fees	R1-R500	R501-R1000	R1001-R5000	R5001+
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**C. TEACHER LEADERSHIP SURVEY**

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

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

**C. 1**

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

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

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

**C.2**

<b>Which of the following tasks are you involved with?</b>	4	3	2	1



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

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

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

### C.3

<b>My school is a place where:</b>	5	4	3	2	1
23. The SMT has trust in educator's ability to lead.					
24. Educators are allowed to try out new ideas.					
25. The SMT (School Management Team) values teachers' opinions.					
26. The SMT allows teachers to participate in school level decision-making.					
27. Only the SMT takes important decisions.					

28. Only the SMT takes initiative in the school.						
29. Adequate opportunities are created for the staff to develop professionally.						
30. Team work is encouraged.						
31. Men are given more leadership roles than women.						

D. Teacher Leadership: Open-ended questions

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

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

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

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

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Thank you for your time and effort!

## **APPENDIX 7**

### **TEACHER LEADERSHIP IN ACTION: 2008 – 2009**

#### **TEACHER LEADER FOCUS GROUP INTERVIEW**

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

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

Thank you!

**APPENDIX 8**  
**TEACHER LEADERSHIP IN ACTION: 2008 – 2009**

**TEACHER LEADER INDIVIDUAL INTERVIEW**

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

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

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

**APPENDIX 9**  
**TEACHER LEADERSHIP IN ACTION 2008 - 2009**  
**SCHOOL OBSERVATION SCHEDULE**

**6. Background information on the school**

- Name of the school
- Number of learners
- Number of teachers
- Number on SMT
- School Quintile
- Subjects offered
- What is the medium of instruction
- Pass rate 2005\_\_\_\_\_ 2006\_\_\_\_\_ 2007\_\_\_\_\_ 2008\_\_\_\_\_
- Classrooms: Block\_\_\_ Bricks\_\_\_ Prefab\_\_\_ Mud\_\_\_ Other \_\_\_\_\_
- Does the school have the following:

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

- School fence
- School fees per annum
- Does your school fund raise
- List your fundraising activities
- School attendance : Poor\_\_\_ Regular\_\_\_ Satisfactory\_\_\_ Good\_\_\_ Fair\_\_\_ Excellent\_\_\_
- What is the average drop-out rate per year:

- Possible reasons for the drop out:
- Does the school have an admission policy:
- Is the vision and mission of the school displayed
- What is the furthest distance that learners travel to and from school
- Have there been any evident changes in your community after 1994.

## **7. Staffing**

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

## **8. Curriculum: What teaching and learning is taking place at the school?**

- Are the learners supervised?
- Is active teaching and learning taking place?
- Are the learners loitering? Reasons?
- What is the general practice of teaching – teacher or learner centred?
- What subjects are taught?
- Is there a timetable?
- Do learners or teachers rotate for lessons?
- Has the school responded to national/provincial changes?
- Is the classroom conducive to teaching and learning?

- Is there evidence of cultural and sporting activities?
- How are these organized and controlled?
- Is there evidence of assessment and feedback based on assessment?
- Evidence of teacher collaboration in the same learning area?
- Is homework given and how often is it marked?
- Are learners encouraged to engage in peer teaching or self-study after school hours?

## **9. Leadership and decision-making, organisational life of the school.**

### Organisational Structure

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



- Relationship between the SGB and the community?
- How does the governing body handle school problems?

#### **10. Relationships with Education department and other outside authorities**

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

**APPENDIX 10**  
**TEACHER LEADERSHIP IN ACTION: 2008 – 2009**

**TEACHER LEADER JOURNAL ENTRIES**

**Journal Entry 1 (Week 3 October 2008)**

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

About your school:

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

About you:

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

8. Describe your family to me.

Think about yourself as a teacher leader:

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

### **Journal Entry 2 (1<sup>st</sup> half of November 2008)**

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

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

### **Journal Entry 3 (2<sup>nd</sup> half of November 2008)**

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

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

### **Journal Entry 4 (1<sup>st</sup> half of February 2009)**

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

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

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

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

### **Journal Entry 5 (2<sup>nd</sup> half of February 2009)**

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

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

### **Journal Entry 6 (1<sup>st</sup> half of March 2009)**

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

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

### **Journal Entry 7 (2<sup>nd</sup> half of March 2009)**

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

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

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

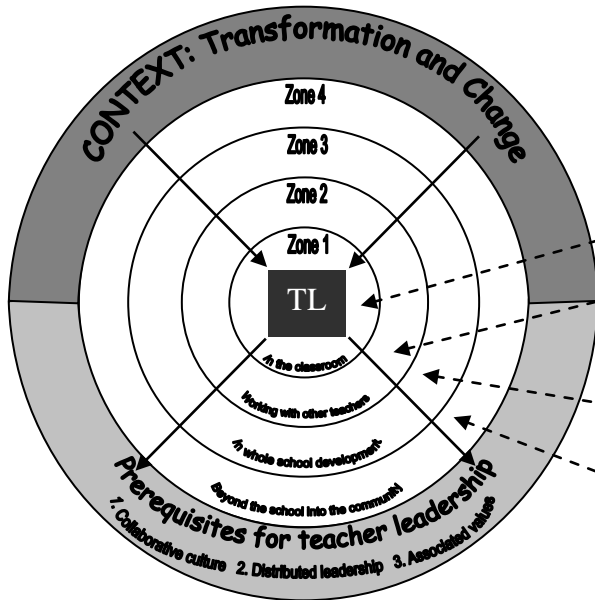
- i) ask me any questions
- ii) raise further points
- iii) reflect on the writing process
- iv) reflect on the research process as a whole

## APPENDIX 11

### TEACHER LEADERSHIP IN ACTION: 2008 – 2009

#### ZONES AND ROLES MODEL OF TEACHER LEADERSHIP

(Grant, 2008, p. 193)



#### TEACHER LEADERSHIP

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



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28 NOVEMBER 2008

MS. C GRANT (24502)  
EDUCATION & DEVELOPMENT

Dear Ms. Grant

**ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0755/08**

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

***"Teacher leadership in action: Collective case studies"***

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

Yours faithfully

  
.....  
**MS. PHUMELELE XIMBA**