



**UNIVERSITY OF
KWAZULU-NATAL**

**INYUVESI
YAKWAZULU-NATALI**

**EXPLORING THE DEVELOPMENT OF TEACHER LEADERSHIP:
LEARNING FROM SELECTED SOUTH AFRICAN TEACHERS AND
MEMBERS OF SCHOOL MANAGEMENT TEAMS**

By

YASMEEN MALIK

215079937

**Submitted in fulfilment of the requirements for the degree of
DOCTOR OF PHILOSOPHY**

**Discipline of Education Leadership, Management and Policy
School of Education
UNIVERSITY OF KWAZULU-NATAL**

SUPERVISOR: PROFESSOR VITALLIS CHIKOKO

2021

COLLEGE OF HUMANITIES
DECLARATION OF ORIGINALITY

I, Yasmeeen Malik, declare that:

- i. The research reported in this thesis (Exploring the development of teacher leadership: *Learning from selected South African teachers and members of School Management Teams*), except where otherwise indicated, is my original work.
- ii. This thesis has not been submitted for any degree or examination at any other university.
- iii. This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- iv. This thesis does not contain other persons' writing unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted:
 - a. Their words have been re-written, but the general information attributed to them has been referenced.
 - b. Where their exact words have been used, their writing has been placed inside quotation marks and referenced.
- v. This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged and the source being detailed in the thesis and in the reference section.

Signed:



Date: 16/03/2022

MRS YASMEEN MALIK

STATEMENT BY SUPERVISOR

This thesis has been submitted with my approval.

Signed:



Date: 16/03/2022

PROFESSOR VITALLIS CHIKOKO

DEDICATION

I humbly dedicate this work to my husband and my children, who were my inspiration, strength and light on this journey, and without whom this work would have never seen completion!

To my dear, loving husband, Liaqat Malik. You were my pillar of strength, and my educational journey started with you. You believed in me and removed all the obstacles along my way. You made the impossible, possible. Please accept this humble dedication for all your sacrifices and tireless efforts to keep me strong on this journey. For all the love, affection and understanding you showered me with. I am in your debt, and forever will I love you!

To my dear children, Muhammed Muneeb and Momina. You have been my inspiration and motivation to complete this endeavour. You made me see the light in the dark through your enlightening encouragement and intellect. Even when challenged by health or otherwise, you were soldiers who instilled in me the resilience and grit I needed. Your beautiful faces and kind words nurtured and healed me. You always knew all the right things to say and gave me strength. My twin gems, I could never have done this without you!

To the new edition to the Malik family, my dear daughter-in-law, Noorjahan Malik. My daughter, you joined our family in a rather turbulent time and were deprived several times of my time and love. I would like to say that I will forever appreciate your understanding and patience.

To my children, I am humbled and grateful to say that mum is back. Let's live the life we have always wanted and let nothing stop us now!

To my husband, I hope we can make many more loving, cherishing memories together again and make up for lost time.

My family, you are the greatest wealth I could ever possess.

Love you always and forever!

May the Almighty bless and protect our family forever!

Ameen.

My eternal gratitude goes to the Almighty, the beloved Prophet Muhammed (peace be upon Him) and His blessed family

ACKNOWLEDGEMENTS

I humbly acknowledge the following people that supported me on this journey. They are:

1. My spiritual Master, Sayed Muhammed Yusuf Raza Gilani, for being a guiding light. May your blessed presence always prevail over my family and guide my future academic endeavours.
2. I owe my sincere gratitude to my late dad, Abdul Sheik Subrathie, from whom I inherited critical thinking, writing and speaking skills, and a certain clairvoyance, without which this study would not have been possible. Without my mum Iyasha Subrathie's blessings, I would never have gotten this far. God bless you mum! I convey my appreciation to my sisters, Zakhia and Yaseera, and their families, for their undying support from afar.
3. To my supervisor, Professor Vitallis Chikoko, who was my pathfinder. Thank you Prof for your intellectual stimulation and much needed critique. You developed me through the feisty debates we had, and pushed me to liberate my mind and write freely. Your kindness, patience and empathy are commendable
4. To my mentor who assisted me from afar, Professor Oliver Mtapuri. Words cannot express how your dedicated support, guidance and unwavering humility inspired me. Prof. Oliver, you carved a path for me, when there wasn't one. You guided my thinking when I was too tired to think. How can I ever thank you? God bless and may you continue the profound work you do.
5. To all the Education, Leadership, Management and Policy (ELMP) professors, lecturers, cohort and online facilitators. You all had a profound influence on my development as a PhD student. Thank you all!
6. I would like to thank all the participants in the study, and the circuit manager who directed me to the schools. To the teacher participants, I would like to say that your leadership work is truly profound and every day you breathe life into the teaching profession. I salute your passion and undying dedication!
7. I thank the University of KwaZulu-Natal and the National Research Foundation for their financial assistance. I equally thank all the administrative staff who assisted with technical aspects.
8. To the editors of this thesis, Ms S. Naidoo and Ms D. Turrell. Thank you for going through my work with such precision and care.

ABSTRACT

The need for teacher leadership development has never been more urgent. The call for teacher leadership is explicitly embedded within South African educational policies, and amidst an ever-increasing educational crisis, the effective leadership of teachers is an absolute necessity. The call for effective teacher leadership has therefore never been greater. The scarcity of research on how teacher leadership develops warranted this study.

Drawing from Reichard and Johnson's (2011) leader self-development theory, Harrison and Killion's (2007) ten roles of teacher leaders, and Greenleaf's (2003) servant leadership theory, this study aimed to do the following: to explore how teacher leaders and school management team members understood teacher leadership work; to explore how teachers and school management team members understood and experienced teacher leadership development; and to determine what lessons could be learnt to inform thinking of how other ordinary teachers could develop into effective teacher leaders as a way forward for the implementation of teacher leadership development. The study employed a multiple case study methodology embedded within a qualitative, interpretivist approach. Multi-perspectival data was generated through semi-structured individual interviews with four effective teacher leaders and four school management team members from three secondary schools in the eThekweni region in the province of KwaZulu-Natal. The interview data was supplemented with artefacts and reflective journal entries. The data was analysed using thematic analysis.

The work of the teacher leader participants was categorised into seven focal areas: reflective practitioners and evolving methodologists, school-wide and community leaders, effective teacher development agents, mentors leading by example, life and personal coaches, change agents for school improvement, and mediating bridges between teachers and management. It was found that their leadership roles developed as solutions to challenges with their learners, colleagues, schools and communities and was motivated by the teacher leaders' positive and willing responses to developmental needs. Moreover, innate factors, such as their life experiences, personalities, learning dispositions, innate values and personal needs, served as internal stimuli that directed the teacher leaders' behaviour and the way they led. The study revealed that if teachers are willing to use what they have to initiate and nurture their development, while looking upon contexts and situations as growth opportunities, teacher leadership development becomes a possibility, even in challenging contexts.

LIST OF ACRONYMS AND ABBREVIATIONS

ATP	Annual Teaching Plan
CAPS	Curriculum Assessment and Policy Statement
CAT	Computer Applications Technology
CPTD	Continuous Professional Teacher Development
DoE	Department of Education
DP	Deputy Principal
FMTI	Florida Master Teacher Initiative
GH	Guardian High
HOD	Head of Department
HR	Human Resources
IQMS	Integrated Quality Management System
KZN	KwaZulu-Natal
LAM	Leadership and Management
LSDT	Leader Self-Development Theory
NSC	National Senior Certificate
PL1	Post Level One
PLC	Professional Learning Community
PAM	Personnel Administrative Measures
PPN	Post Provisional Norm
RCL	Representative Council of Learners
RH	Rivendell High
RJEs	Reflective Journal Entries
SA-SAMS	South African School Administration and Management System
SASA	South African Schools Act No. 84 of 1996

SGB	School Governing Body
SMT	School Management Team Member
SMT1(R)	School Management Team Member 1 of Rivendell High
SMT2(R)	School Management Team Member 2 of Rivendell High
SMT3(G)	School Management Team Member 3 of Guardian High
SMT4(X)	School Management Team Member 4 of Xavier High
STEM	Science, Technology, Engineering and Maths
TADA	Teenagers Against Drug Abuse
TL1(R)	Teacher Leader 1 of Rivendell High
TL2(R)	Teacher Leader 2 of Rivendell High
TL3(G)	Teacher Leader 3 of Guardian High
TL4(X)	Teacher Leader 4 of Xavier Boys' High
TLC	Teacher Leadership and Compensation
TLD	Teacher leadership development
TLF	Teachers as Leaders Framework
UKZN	University of KwaZulu-Natal
U.S.	United States
XBH	Xavier Boys' High

TABLE OF CONTENTS

Declaration of originality	ii
Statement by supervisor	iii
Dedication	iv
Acknowledgements	v
Abstract.....	vi
List of acronyms and abbreviations	vii
List of tables.....	xv
List of figures.....	xvi
CHAPTER 1: MAPPING THE LANDSCAPE OF THE STUDY	1
1.1 Introduction	1
1.2 Background to the study.....	1
1.2.1 Policy initiatives promoting teacher leadership.....	1
1.2.2 The complexities of schools and the educational crisis.....	3
1.2.3 The call for teacher leadership.....	6
1.3 Statement of the problem	7
1.4 Research questions	9
1.5 Significance of the study	10
1.6 Purpose and rationale of the study	12
1.7 Conceptualising teacher leadership.....	13
1.8 Definition of key concepts	15
1.9 Chapter synopsis	17
1.10 Conclusion.....	19
CHAPTER 2: DRAWING FROM SCHOLARLY DISCOURSE.....	20
2.1 Introduction	20
2.2 Understanding leadership and management.....	20
2.3 Understanding teacher leadership	26
2.3.1 Taking a step back: the three waves of teacher leadership development	34
2.4 Understanding teacher leadership development as a catalyst for school improvement and revival of the teaching profession	36

2.4.1	Understanding teacher leadership development for school improvement and change	37
2.4.2	Teacher leadership development can revive a dying teaching profession	40
2.5	Understanding the process of teacher leadership development	44
2.6	Factors influencing teacher leadership development	48
2.6.1	Leadership learning, knowledge and skills	48
2.6.2	Distributed leadership	53
2.6.3	The role of the principal in nurturing teacher leadership development	57
2.6.4	Professional learning communities nurture teacher leadership development	62
2.7	Empirical studies on teacher leadership	65
2.7.1	South African studies on teacher leadership	66
2.7.2	International studies on teacher leadership	68
2.8	Conclusion.....	77

CHAPTER 3: THROUGH THE LOOKING GLASS: THE THEORETICAL LENS... 79

3.1	Introduction	79
3.2	Understanding the theoretical framework of this study	80
3.2.1	The multilevel model of leader self-development	81
3.2.2	The ten roles of teacher leaders	84
3.2.3	Servant leadership theory	88
3.2.3.1	Listening	89
3.2.3.2	Empathy	89
3.2.3.3	Healing	90
3.2.3.4	Awareness	90
3.2.3.5	Persuasion.....	91
3.2.3.6	Conceptualisation	91
3.2.3.7	Foresight.....	92
3.2.3.8	Stewardship	92
3.2.3.9	Commitment to growth	93
3.2.3.10	Community building	93
3.3	Conclusion.....	94

CHAPTER 4: BLUEPRINT AND AUDIT TRAIL OF DESIGN AND METHODOLOGY

.....	96
4.1 Introduction	96
4.2 The interpretivist paradigm	96
4.2.1 Theoretical underpinnings of the interpretivist paradigm.....	99
4.2.2 Ontological and epistemological assumptions of interpretivism.....	101
4.3 Theoretical underpinnings of qualitative research	103
4.4 The research design	105
4.4.1 Understanding the research design	105
4.4.2 A multiple case study design	107
4.5 Sampling.....	110
4.5.1 Site selection and sample selection.....	110
4.5.2 Gaining access: sites and participants.....	113
4.6 Data generation instruments and procedures	116
4.6.1 Primary data generation method: individual interviews	117
4.6.1.1 Semi-structured nature of the interviews	119
4.6.2 Supplementary data sources: artefacts and reflective journals	121
4.6.2.1 Artefacts	121
4.6.2.2 Reflective journals.....	122
4.6.3 Challenges during interviewing	123
4.6.4 Challenges during fieldwork.....	124
4.7 Data analysis procedure	125
4.7.1 Thematic data analysis	126
4.7.1.1 Familiarising myself with the data sets	126
4.7.1.2 Coding the data sets.....	127
4.7.1.3 Searching for themes	127
4.7.1.4 Reviewing themes	128
4.7.1.5 Defining and naming themes.....	128
4.7.1.6 Producing the report	128
4.8 Trustworthiness	129
4.8.1 Credibility	129
4.8.2 Transferability.....	129
4.8.3 Confirmability.....	130
4.8.4 Dependability.....	130

4.9	Ethical issues	130
4.10	Conclusion.....	133
CHAPTER 5: TEACHER LEADERSHIP WORK.....		135
5.1	Introduction	135
5.2	Profiles of the research participants and sites	136
5.2.1	Rivendell High.....	138
5.2.2	Guardian High.....	138
5.2.3	Xavier Boys' High	139
5.3	The multifaceted nature of teacher leadership work	140
5.3.1	Teacher leaders as reflective practitioners and evolving methodologists.....	140
5.3.2	Teacher leaders as school-wide and community leaders	146
5.3.3	Teacher leaders as effective teacher development agents.....	157
5.3.4	Teacher leaders as mentors, leading by example	162
5.3.5	Teacher leaders as life and personal coaches.....	169
5.3.6	Teacher leaders as change agents for school improvement	173
5.3.7	Teacher leaders as mediating bridges between teachers and management.....	180
5.4.1	Conclusion.....	183
CHAPTER 6: EXPLORING TEACHER LEADERSHIP DEVELOPMENT: ENABLERS AND CHALLENGES		185
6.1	Introduction	185
6.2	Foundational leadership development triggers	185
6.3	Other enabling factors through the years	190
6.3.1	Enabling opportunities within schools.....	190
6.3.2	The collegial circle as an enabler.....	201
6.3.3	The classroom context as an enabler	209
6.4	Why teacher leaders do what they do: innate factors.....	215
6.4.1	Teacher leaders' life experiences.....	216
6.4.2	Personalities and skills	218
6.4.3	Learning dispositions	221
6.4.4	Passion and caring in teaching	226
6.4.5	Need for learner discipline, order and ethics	229
6.5	Challenges to teacher leadership development	233

6.5.1	Inadequate resource provision	233
6.5.2	Paperwork and time	237
6.5.3	Lack of support from school management team members	240
6.5.4	Lack of learner discipline.....	244
6.5.5	Teacher reluctance and resistance.....	248
6.6	Conclusion.....	254
CHAPTER 7: THE JOURNEY TRAVERSED: REFLECTIONS AND RECOMMENDATIONS.....		257
7.1	Introduction	257
7.2	Recap of the research journey	258
7.3	Learnings from this study.....	264
7.3.1	The ten roles of teacher leaders for learner development	265
7.3.1.1	Resource provider	266
7.3.1.2	Instructional specialist.....	267
7.3.1.3	Curriculum specialist.....	267
7.3.1.4	Classroom supporter.....	267
7.3.1.5	Learning facilitator	268
7.3.1.6	Mentor	268
7.3.1.7	Data coach.....	269
7.3.1.8	Catalysts for change	269
7.3.1.9	Learner	269
7.3.1.10	Life and personal coach.....	270
7.3.2	An input-process-output-outcome framework for teacher leader development	271
7.4	How the study has influenced my understanding of my own leadership development	273
7.5	Recommendations for future research.....	274
7.6	Limitations of the study.....	275
7.7	Concluding thoughts	276
REFERENCES.....		278

APPENDICES	322
APPENDIX 1: Ethical clearance certificate	323
APPENDIX 2: Permission letter from the Department of Education	324
APPENDIX 3: Permission letter to gatekeepers (principals)	325
APPENDIX 4: Consent form to gatekeepers (principals).....	327
APPENDIX 5: Permission letter to teachers and SMT members	329
APPENDIX 6: Consent form to teachers and SMT members.....	331
APPENDIX 7: Interview schedule for teachers	332
APPENDIX 8: Interview schedule for SMT members.....	335
APPENDIX 9: Supplementary data schedule	338
APPENDIX 10: Turnitin certificate.....	339
APPENDIX 11: Language editing certificate.....	340

LIST OF TABLES

Table 2.1: Lovett, Dempster and Fluckiger's (2015) five focal areas of leadership learning.....	49
Table 5.1: Participant profiles.....	137

LIST OF FIGURES

Figure 3.1: Multilevel model of leader self-development (Reichard & Johnson, 2011, p. 34)	82
Figure 3.2: Harrison and Killion's (2007) ten roles of teacher leaders, adapted from Ghamrawi (2013, p. 172)	85
Figure 5.1: TL2(R)'s quotes that best expressed her reflective teaching stance	143
Figure 5.2: (Left) TL4's teaching and learning philosophy and (right) the modern Netflix series <i>13 Reasons Why</i>	144
Figure 5.3: (Left) TL1(R)'s early leadership success, when the school volleyball team won the zone tournament in 1997 and (right) School Athletics Day at Kings Park which TL1(R) organised in 2005. SMT members 'roped' him in and believed in his leadership ability.	148
Figure 5.4: (Left) TL1(R) worked with TL2(R) at this Rivendell Fundraiser: TL1(R) (centre), SMT1(R), with a previous learner of the school who donated sports gear to Rivendell High. (Right) Invitation to fundraiser requesting sponsorship.	149
Figure 5.5: Leading and inspiring learners through a Bible College Lecture in 2019.....	149
Figure 5.6: (Left) TL2(R)'s work involved sourcing finances and sponsors that made Rivendell's library a possibility; (Right) TL2's influence attracting young patrons to the school library.....	151
Figure 5.7: (Left & centre) Accounting excellent performance certificates awarded to TL3(G), evidence that he has been able to influence his learners towards excellent performance and pass rates at GH; (Right) Certificate from the University of Natal awarded to TL3(G) commending him on his commitment, willingness and fairness in sports management.	152
Figure 5.8: (Left) Image of all the 'busy' sporting, cultural and academic activities that TL4(X) officiates as Programme Director; Toastmasters Club emblem (Right) where TL4(X) creates more learner leaders that compete on national and international fronts.	153
Figure 5.9: TL4 (X) and his famous Marching Band playing at the Nedbank PSL at the Moses Mabhida Stadium. TL4(X)'s crisis management and motivational skills were necessary during band performances at big sporting events.	154
Figure 5.10: (Left) TL1(R)'s athletes won Natal colours again! (Right) Leadership Awards from Church motivated TL1(R).....	163

Figure 5.11: (Top left) TL1(R) transforming society through role modelling at Church with inspirational and spiritual lectures and talks; (top right) TL1(R) (back, centre) with the Bible School graduates he mentors; (bottom left) TL2 (R) being handed an accolade for best teacher by a learner; (bottom right) TL2(R) inspiring learners to read from the Teenage Fiction Section.....	165
Figure 5.12: (Left) “Best mentor” mug handed to TL3(G) by a teacher mentee; (right) a candle holder given to TL3(G) by a learner who was influenced by his mentorship.....	166
Figure 5.13: (Left) TL4(X)’s learner leader graduates with their Toastmasters certificates; (right) TL4(X)’s learner leaders managing the band on their own.	167
Figure 5.14: (Left) Life and personal coaching of some of TL1(R)’s learners in his classroom during a fundraiser; (right) TL1(R)’s motivational skills and coaching skills produced the winners of the 1993 Mini Cricket Tournament.....	170
Figure 5.15: TL4(X)’s magic words: “You cannot please everyone”.	171
Figure 5.16: Rivendell High, a relatively large school as can be observed from this image, is always in need of finances for maintenance, challenging TL1(R) and TL2(2) to head fundraising projects to meet the school’s needs.....	174
Figure 5.17: (Left) TL2(R)’s library in a box transformed into a fully equipped library (right).	176
Figure 5.18: TL2(R)’s famous poetry booklets.	177
Figure 6.1: Image of TL1(R)’s principal at a fundraiser for a school library that TL2(R) had been so passionate about developing.	196
Figure 6.2: (Left) The untidy, disorganised band room with broken equipment before TL4(X) arrived at XBH, and (right) the band room transformed by learner leaders under the leadership of TL4(X).....	197
Figure 6.3: (Left) Literature lesson planning essentially done a week before the lesson; (right) parent-teacher evenings: Reflection on teaching	199
Figure 6.4: TL1(R) (front, centre) in his early career, with his supportive colleagues.	202
Figure 6.5: Prompt action by SMT2(R) resulted in this air-conditioner being installed in Rivendell High’s library, which became a comfortable reading area for learners.....	205
Figure 6.6: Some of the thought-provoking books that developed TL2(R)’s leadership stance.	210
Figure 6.7: (Left) The classroom context helped TL4(X) develop in lesson and curriculum planning and organisation, and (right) parent-teacher evenings helped him to reflect on his teaching.....	214

Figure 6.8: This mural from the music school TL4(X) attended is a constant reminder to him that learning continues.224

Figure 6.9: All learners and teachers in the classrooms. A day of order and no chaos!230

Figure 6.10: The old-fashioned, fold-up chalkboard in TL1(R)'s classroom.....234

Figure 6.11: TL2(R) leading learners beyond her classroom, inspiring budding readers in Rivendell High's library.....252

Figure 7.1: Input-process-output-outcome teacher leadership development model272

CHAPTER 1

MAPPING THE LANDSCAPE OF THE STUDY

1.1 INTRODUCTION

In this study, I sought to contribute to the scholarship on teacher leadership development (TLD). To meet this aim, in this introductory chapter I present an extensive background into teacher leadership, highlighting the policy initiatives for teacher leadership, the complexities of schools, and the contextual factors which necessitate the development of teacher leadership. This background illuminates the knowledge gap and the statement of the problem, after which the critical research questions are presented. The significance of this study is then described, followed by a discussion of its purpose and rationale, where I document my personal and professional motivation to undertake a study into TLD. Some introductory definitions of teacher leadership are presented, followed by some definitions of the key concepts in this thesis. A synopsis of the chapters provides the reader with insight into the general structure of this thesis. The discussion begins with a description of the background to the study, which lays the groundwork for the problem statement.

1.2 BACKGROUND TO THE STUDY

1.2.1 Policy initiatives promoting teacher leadership

Historically, the South African education system was characterised by a rigidly hierarchical and bureaucratic, top-down chain of command system. This systemic factor resulted in teachers assuming a very passive and dependent role, as decisions were made on their behalf and they merely awaited instructions (Grant, 2017) from the centralised command above their jurisdiction. Teacher training aimed to suppress teacher resistance and any critical thinking that may have constituted resistance to apartheid ideology. This resulted in teachers becoming submissive followers rather than leaders (Makoelle & Makhalemele, 2020). However, with the abolition of apartheid and the dawn of democracy in 1994, post-apartheid South Africa ushered in several legislative measures to redress these past injustices, and teachers had to suddenly abandon their follower roles and embrace leader roles.

After an assessment of the internal functioning of schools before 1996, the report of the Task Team on Education Management and Development stated that “principals and teachers have consistently been at the receiving end of top-down management structures” (Department of Education [DoE], 1996, p. 19), and that there was a need, on the part of both principals and teachers, to take responsibility for the leadership of their schools by adopting a more collaborative approach to leadership that involved all stakeholders. The South African Schools Act No. 84 of 1996 (Republic of South Africa, 1996) therefore endorses the concept of the internal distribution of power, according to which all teachers are expected to work with parents, non-teaching staff, and learners, to transform schools into self-managing institutions.

Following these developments, the norms and standards for educators outlined in the Policy on the Minimum Requirements for Teacher Education Qualifications (Republic of South Africa, 2011) require a teacher to fulfil the role of a leader, administrator, and manager, amongst others, and require teachers, irrespective of their formal or informal titles, to engage in leadership roles and decision-making processes inside and outside of the classroom. Collectively, other policy documents — such as the National Education Policy Act No. 27 of 1996 (Republic of South Africa, 2000) and the Employment of Educators Act No. 76 of 1998, encompassed in the Personnel Administrative Measures (PAM) document (DoE, 2003) — have gazetted several teacher leadership roles. These documents advocate for teachers to share managerial and leadership responsibilities. More specifically, teachers are expected to engage in classroom management and administration duties, participate in school structures in decision-making, enact leadership within school communities, and participate in sports, culture and arts activities. Additionally, in fulfilling the duties just mentioned, teachers are expected to have a deep understanding of the developmental needs of the school environment and the school community, to build better parent-teacher community relationships. Moreover, teachers are expected to be able to adapt to change and build resilience to organisational turmoil, such as the present Covid-19 pandemic. Furthermore, the National Education Policy Act (Republic of South Africa, 2000) expects that as caretakers of learners, teachers should act in loco parentis, or as parents of their learners, to protect learners’ rights, and to avoid discriminating against learners and prevent others from discriminating against them. In the PAM document, the Employment of Educators Act (Republic of South Africa, 1998) stipulates that teachers are expected to lead in their respective subject areas and phases, and become administratively efficient in their respective departments.

The call for teacher leadership (TL) therefore became explicit in these policy initiatives, which underlined the importance of teacher leadership for school improvement. Contextually speaking, Grant (2019) observed that as much as these policies promote teacher leadership, to a large extent South African schools still conform to a bureaucratic ethos (Grant, 2019). Van der Vyver, Fuller and Khumalo (2020) observe that for a long time teachers have enacted leadership in schools, even under restrictive conditions, by motivating and mentoring others, by collaborating, and by engaging in various leadership tasks. However, they do this “without realising and labelling it as such” (Van der Vyver et al., 2020, p. 135). Given this, Van der Vyver et al. (2020), Grant (2019) and Makoelle and Makhalemele (2020) argue that the teacher’s position in the classroom, and their leadership in South African schools, is still greatly under-recognised. Therefore, there is a need for a greater acknowledgement of teacher leadership work and developments in the field, so that the intended policies may be operationalised more effectively.

However, as schools work towards honouring the policies outlined above, in order to develop teacher leadership, they face the additional struggle of contending with other problematic contextual factors, such as the educational crisis within a system riddled with complexities. These contextual factors require discussion in order to understand teacher leadership against the contextual background within which it is embedded. The various complexities of schools, and the educational crisis that calls for teacher leadership, are therefore the focus of discussion in the next section.

1.2.2 The complexities of schools and the educational crisis

The above-mentioned policies were the honest efforts of a newly democratic post-apartheid government to usher transformative initiatives into schools, with the expectation that schools would become more democratic in nature (Grant, 2017). However, the policies were not implemented evenly (Bayeni & Bhengu, 2018), and in most circumstances did not take the contextual factors of schools into account. Therefore, there remains a huge divide between policy expectations of what should be happening in schools, and what is really happening (Christie, Sullivan, Duku & Gallie, 2010). While ushering in these policies was perhaps a necessary step forward in addressing the educational dilemma in the country, evidence suggests that all is not well on the educational leadership and management front.

For instance, a report by Spaul (2013) on educational development in South Africa between 1994 and 2011 indicates that the country is indeed undergoing an educational crisis characterised by inequalities in the outcomes of education, failing literacy and numeracy levels in the lower grades, and learning deficiencies. Moreover, the National Senior Certificate pass rate, Spaul (2013) argues, is deceptive, as it only takes into account the 50% of learners who write matric, and does not factor in the other half of the cohort who do not make it to matric. These predicaments force us to agree that “South Africa’s education system is in a dire state” (Spaul, 2013, p. 58). Grant (2012) believes that the apartheid legacy has hindered the progress of many schools by locking them into difficult socio-economic circumstances. School improvement in South African schools is further impeded by ineffective leadership and poor management of learning and teacher workloads. This has resulted in educational dilemmas such as excessive teacher workloads that reduce the effectiveness of classroom teaching. Schools are under-resourced and classrooms are over-crowded, and teachers therefore end up teaching subjects in which they are not qualified (Bush, Joubert, Kiggundu & Van Rooyen, 2010).

In the same vein, Chikoko, Naicker and Mthiyane (2015), Christie (1998), and Christie et al. (2010) highlight that South African schools are characterised by underperformance, dysfunctionality, poor school conditions, lack of material and human resources, a decaying school culture, teacher shortages, absenteeism, violence, disciplinary problems and varying school contexts. Bush et al. (2010) find that school leaders, including principals, heads of departments (HODs) and teachers alike, blame poor learner performance on the social ills of society, such as poverty, absenteeism, lack of parental involvement, learners’ reluctance to improve their performance, poor performance in earlier grades, and so on, “rather than committing themselves to raising standards despite these difficulties” (Bush et al., 2010, p. 6). Bush et al. (2010) imply that teachers and school management staff ought to address these challenges and make a greater effort to improve learners’ performance instead of blaming and complaining. Such standards could be raised by professionally developing teachers, but it has been found that school management team (SMT) members are not “exercising their role in leading and managing” (Monametsi, 2015, p. vi) teacher professional development. Furthermore, even when attempts at professional development are made, they are met with certain challenges, such as teacher resistance and time constraints (Monametsi, 2015).

Lucas, Nelson and Sims (2020) report that since March 2019, the global Covid-19 pandemic has destabilised education systems in 101 countries, devastating the lives of more than 1.6 billion learners and putting teachers under extreme pressure to find alternative methods for distance teaching and learning, while still adhering to high performance standards. Teachers, more than ever, are expected now and in the foreseeable future to support the schooling system, and to maintain the well-being of their learners and their colleagues, while maintaining their own sanity amidst the challenges of the pandemic. The Covid-19 pandemic is an example of a very current and severe challenge threatening education globally, but it has arisen in conjunction with many other challenges to quality education.

The schooling system is further exacerbated by a lack of effective leadership on the ground, as it has been found that even schools in deprived contexts perform well in the presence of effective leadership (Chikoko et al., 2015). Principals of schools are forced into expanded roles to deal with these complexities, and are expected to turn their schools around, while rigid accountability measures and the responsibility for dealing with changing policies are also placed on their shoulders (Bush et al., 2010). Assessing principal leadership, Mestry (2017) notes that the lack of professional development programmes for school leaders renders principals, who are the core drivers of leadership and management in their schools, ill-prepared for such leadership positions. Rural school principals are worst off, as their schools still bear the scars of the apartheid regime and are plagued by added contextual difficulties (Du Plessis, 2014). As a result, these principals often feel neglected by the Department of Education (DoE), which simply expects them to be puppets of policy implementation (Du Plessis, 2014). Hallinger and Heck (2010) find that in such situations where schools need to be turned around, team leading of teachers and school management staff, rather than the individual leadership of principals, has been successful in shifting and dispersing the responsibility for leadership and management, and thus improving learning, which should be the core aim of educational leadership. Teacher leadership, where teachers work with each other and school management staff to address the socio-educational and leadership challenges schools face, has thus become the ideal leadership approach.

Significantly, Katzenmeyer and Moller (2011) write that the idea of the principal being a one-man army is no longer possible in light of the complex contextual challenges that schools face today. Building on this idea, Curtis (2013) notes that seeking leadership assistance from significant others, such as teachers, may ease the burden on principals and improve the internal

leadership and management of schools. For this to happen, Barth (1988), an earlier proponent of teacher leadership, proposed that principals would need to relinquish some level of authority, assign duties carefully, and trust teachers enough to allow them to take on decision-making for the betterment of the school. Grant (2017) therefore advises that, considering the ever-changing nature of schools, with their changing policies, school dynamics and financial constraints, a shared leadership approach involving multiple leaders, such as distributed leadership, should be embraced. This approach implies a transformation from the individual agency of the school principal to the corporate agency of teachers.

1.2.3 The call for teacher leadership

The position of teachers, and their potential to be leaders, supports the argument that teachers ought to be leading. Researchers increasingly seem to be in agreement that teachers are strategically placed in classrooms and spend several hours with learners, where they can advance student learning through innovative pedagogies, collaborate with other teachers and parents, reflect and learn about how learners learn, and devise effective methodologies for teaching and learning (Collay, 2016; Farrell, 2015; Godwin-Jones, 2015; Palmer, 2018). Spillane (2013) notes that teachers are the primary role-players for imparting the curriculum to learners in the classroom, and therefore directly influence learner achievement, whereas school leaders, such as principals, can only exert an indirect influence on learner achievement. There is therefore a dire need to improve the performance and accountability measures of teachers, which will not only advance teacher professionalism but also has the potential of providing the South African schooling system with quality teachers, which will ultimately result in school improvement, which, thus far, has been hampered (Spaull, 2013).

Expanding the notion outlined above, that teachers are the primary leaders in the classroom, Harris asserts that, essentially, teacher leaders are instructional leaders (Harris, 2008), and Spillane (2013, p. 60) makes it explicit that while “leading and managing classroom teaching”, teaching becomes leadership. Warren (2021b) advocates that the primary goal of teacher leadership should be to bring about an improvement in student learning, while Flores (2018, p. 28) writes that teachers are “leaders of learning”, not only of their students’ learning, but also of their own and their communities’ learning, as they lead projects and other social initiatives. In concert with this thought, it has been found that teacher “leadership and collective expertise

are tightly linked to student achievement” (Berry, Daughtrey & Wieder, 2010, p. 2). On the same note, both Forde (2010) and Collay (2016) posit that failure is imminent for teachers who expect to teach without embracing leadership, since effective teaching is leading. Shah (2018) asserts that in all the roles that teachers fill, such as mentor, classroom facilitator, or change agent for their schools, teachers are essentially leaders in these roles. Research therefore strongly suggests that teachers ought to be leading.

Against the backdrop of the educational dilemmas discussed in this section, and in light of the strategic position of teachers and their leadership potential, teachers ought to become more proactive and take on more significant leadership roles in schools. It therefore seems that the right thing for schools to do, would be to strengthen the leadership of schools by creating more leaders through the development of teacher leadership. However, this is where a problem arises, as will be illuminated in the next section.

1.3 STATEMENT OF THE PROBLEM

In the preceding discussion, the policies urging teacher leadership were described. Furthermore, it was shown that the complexities of contemporary schooling and the educational crisis require a more effective, joint leadership approach involving teachers. A significant point was argued that teachers have the potential to be effective leaders, owing to the opportunities afforded by their strategic position in classrooms and schools. However, this is where the problem arises, as not much is known about ‘how’ the leadership of teachers come about.

Murphy and Johnson (2011, p. 460) find that “there is a dearth of research on leaders’ development activities or leader effectiveness”. However, as shown in Chapter 2, there are some international studies (Cheng & Szeto, 2016; Crawford, Roberts & Hickman, 2010; Crowther and Olsen, 1997; Dove & Honingsfeld, 2010; Fairman & Mackenzie, 2012, 2015; Hunzicker, 2013; Shah, 2018; Struyve, Meredith & Gielen, 2014; Szeto & Cheng, 2017) and local South African studies (De Villiers & Pretorius, 2011; Grant, 2006, 2008; Grant, Gardner, Kajee, Moodley, & Somaroo, 2010; Grant & Singh, 2009; Naicker & Somdut, 2014) that have explored the dynamics of teacher leadership programmes, enactment, activities, and effectiveness, as well as associated organisational factors that influence teacher leadership roles. Sinha and Hanuscin (2017) have also covered the principal’s influence on teacher

leadership, and the influence and characteristics of workshops and professional development initiatives on teacher leaders.

Warren (2021b) insists that classroom management and teacher leadership skills are important variables that determine the growth and performance of learners in a classroom. However, as shown in the research discussed so far, he finds that most contemporary studies have explored the relationship between teacher leadership and learner performance (Warren, 2021b) without any major exploration of how the leadership skills that contribute towards improving learner performances develop. Liu (2021) adds to this stream of scholarship by conducting a review of the literature on the roles of formal and informal teacher leaders; however, Liu focuses on the enactment of the various roles of formal and informal teacher leaders, and does not delve into development within such roles. Flores (2018) urges more research on informal teacher leaders, noting that policies shape the work of these teacher leaders, who are expected to implement these policies effectively and bring change to schools, since they are closest to learners and are the primary curriculum delivery agents. Frost (2010), cited in Flores (2018), states that it is imperative that teachers are developed in their roles as agents of change, so that they may fulfil their roles in policy implementation. Given the increased interest in teacher leadership as a promising component of school reform (Wenner & Campbell, 2017), there is an urgent need for more empirical research on TLD in the various contexts in which it occurs (Cheng & Szeto, 2016; Szeto & Cheng, 2017, 2018).

Adding to these contemporary studies exploring the work of teacher leaders, Charoenkul (2021) explores the current state of the TLD of student teachers, and discovered that teacher leaders ought to develop in their roles as role models and researchers, as these roles effectively nurture their learners' human value and citizenship. However, Charoenkul's (2021) study does not enlighten us on how development within these strategic roles may occur, or how other leadership factors may influence such development. These studies have not provided substantial understandings of the dynamic leadership processes that come into play in the development of individual teacher leaders. Nurkartika and Hartini (2021) similarly explored how professional learning communities (PLCs) could nurture TLD, and concluded that even within a PLC, teacher leadership is hindered owing to teachers having insufficient classroom management skills. Nurkartika and Hartini's (2021) study unfortunately opted not to explore how teachers develop leadership skills within a classroom of learners, and this is the research gap that this study wishes to address. Their discussion of the general availability of

opportunities and support for teacher leaders within a PLC perhaps watered down their exploration of how teacher leadership develops within other, perhaps even unsupportive, learning environments, which is an aspect addressed in this study.

Consequently, the work of Liu (2021), Warren (2021a, b), Charoenkul (2021), Nurkartika and Hartini (2021), and others whom I have cited in this section, calls for more studies, like my study, to illuminate the work and development of informal teacher leaders, as they have the greatest potential to “transform into outstanding leaders in the classroom” (Warren 2021b, p. 15). A strong argument therefore exists that “teacher leadership starts in the classroom” and learner success is dependent on the “person standing in front of them in their classroom — their teacher” (Warren, 2021b, p. 8). Therefore, more than any other individual, teacher leaders who have full-time, classroom teaching duties — the so-called ‘informal teacher leaders’ — have the potential to effectively influence their learners through leadership. Essentially, their leadership ought to be developed.

No doubt, these studies have made a significant contribution to the scholarship on teacher leadership, shedding light on how teachers negotiate leadership roles. However, research on how these roles come about and are developed, and on the overall dynamics of how the leadership of teachers develops, is scarce. This vital ingredient is a significant aspect that will determine future leader effectiveness (Murphy & Johnson, 2011).

As can be deduced from this discussion, there appears to be a significant knowledge gap regarding teachers’ actual development within teacher leadership roles, and the factors that influence this leadership development. Guidelines on what kind of development should occur are available, as can be observed from the discussion above; however, the specifics of how this development occurs or ought to be nurtured for the future leadership development of teachers have not been dealt with in depth, leaving the focal area of TLD rather neglected. This significant gap prompted the research questions of this study, which are presented in the following section.

1.4 RESEARCH QUESTIONS

Informed by the knowledge gap in the literature described in the previous section, the primary research question that underpinned this study was:

- How does teacher leadership develop?

The secondary research questions that expanded on this primary question in more detail were the following:

1. What are teacher leaders' and selected school management team members' understandings of what teacher leaders do?
2. How do teacher leaders and selected school management team members explain the development of teacher leadership?
3. What can be learnt from teacher leaders and selected school management team members about how other teachers can become teacher leaders?

1.5 SIGNIFICANCE OF THE STUDY

An intensive study of the existing teacher leadership literature revealed the necessity of studying exactly how leadership develops in teachers' lives. In addition, having been informed of the complex nature of leadership, I opted to explore 'leadership' development rather than 'leader' development, as I was aware that a study of leadership would allow me to explore the leaders' development, and all the people, processes, structures and situations related to the leaders' development and the leadership process as well. In particular, studying leadership development is crucial, as it determines the effectiveness of leadership at later stages (Murphy & Johnson, 2011). If positive triggers of the initial stages of teacher leadership development could be understood, schools would be better able to provide growth opportunities that challenge individuals to progress to higher levels of leadership development (Harris & Kuhnert, 2008).

Moreover, the significance of a study of this nature is made clear by Sanocki (2013, p. 8), who finds that "there is a void in the literature that details the process (progression/evolution) of teachers to teacher leaders". Likewise, Poekert, Alexandrou and Shannon (2016), in their study on how teachers become leaders, acknowledge the "extant literature's acknowledged need for, and difficulty in, acquiring an understanding of how individual teachers engage in the developmental process associated with leadership knowledge, skills and dispositions" (Poekert et al., 2016, p. 309). The literature also suggests that "it is often unclear what teacher leadership entails" (Cheung, Reinhardt, Stone & Little, 2018, p. 38), and that clarification is therefore

needed through a study of this nature. These scholarly conclusions signify that a gap exists in the ‘how’ aspect of teacher leadership development.

Furthermore, as much as teacher leadership may be a unique concept on its own, schools are constructed in such a way that the leadership process occurs with and amongst others, includes teachers and managers, and is therefore a dynamic, multi-faceted and complex process involving multiple interactions (Antelo, Prilipco & Sheridan-Pereira, 2010; Baker & Galowski, 2007; Danielsson, 2013). I therefore felt that it was significant to extend the scope of this study by exploring multiple perspectives on how TLD occurs through accessing the voices of SMT members and teacher leaders. Consequently, this being a South African study, my decision to involve multiple stakeholders in was partly motivated by scholars such as Hallinger (2017), who advises that researchers contributing to the scholarship of African leadership need to move away from traditional research methods and embrace more “sophisticated conceptual and methodological designs” (Hallinger, 2017, p. 16). Hallinger (2017) states that these are much needed and offer great promise for developing the African knowledge base of leadership and management.

Significantly, Meindl (1995) promotes the use of a multi-perspectival lens to understand leadership, to harness deeper meanings of how leadership is influenced, and to derive a comprehensive, holistic understanding of leadership as a process that involves leaders in formal and informal positions (Meindl, 1995). Notably, Van der Westhuizen and Mentz (2007) assert that individual and systemic components affect an organisation such as a school, and that these components affect teacher performance. Such components include organisational and situational factors in a school organisation, such as teacher motivation, school culture and climate, and these factors influence how, and to what extent, teachers perform (Van Der Westhuizen & Mentz, 2007). Therefore, it is indeed vital to understand, through teachers’ and school management team members’ perspectives, the organisational, situational and individual factors that enable and restrict schools from becoming fertile sites for the development of teacher leadership in an unrestricted manner. This is because there is a drastic difference between the work of teachers on the ground in the classroom, and the work of other school management staff, and how these two groups may perceive this developmental process may therefore vary, as they are affected in different ways.

Given these knowledge gaps, exploring ‘how’ teacher leadership develops in this study was intended to shed some light on how the seeds of teacher leadership could be grown, nurtured

and helped to flourish effectively to meet the educational and corporate goals of schools during these trying times. Warren (2021b), who promotes teacher leadership skills in the classroom, enthusiastically urges rich research into the best practices of informal teacher leaders and their self-development (Warren, 2021a) in the classroom. As this study chose to explore the best practices of teacher leaders who are recognised as excellent and effective leaders by others, I have worked towards Warren's (2021a, b) recommendations. Furthermore, this study addressed how development occurred in the lives of informal teacher leaders as they served as role models and researchers, taking this research a step further than that of Charoenkul (2021), who concluded that role modelling and researcher roles could nurture TLD. Moreover, drawing on the work of Liu (2021), who illuminated what work teacher leaders in formal and informal positions occupy themselves with, this study dug deeper into how development occurred in the work of informal teacher leaders in schools. Last but not least, the findings from this study could significantly inform policy, inform educational stakeholders from local to national level, and educate school SMTs and the masses of teachers at schools on how they could develop leadership qualities inside and outside of their classrooms, and contribute to the success of their schools.

1.6 PURPOSE AND RATIONALE OF THE STUDY

I acknowledge that research is informed by several external factors, some controllable and others not. This research study was motivated by my work as a Post Level-One (PL1) teacher, and was influenced by my observations, by the policies according to which I worked, and by the leadership expectations that I had of myself, and those that the SMT had of me. In my personal and professional experience as a PL1, I observed several positive and negative aspects of my teacher colleagues around me, some of whom showed initiative and were agentic in taking on teacher leadership activities at school, and some, on the other end of the continuum, who had never participated in or initiated any leadership activities at all — their leadership development remained stagnant. As a PL1 teacher, I acknowledged, sadly so, that although I may not have been stagnating in my development, I did not see myself as an agentic teacher leader. I was concerned that I was not developing as effectively as I could as a teacher leader, yet I knew I had the potential and aspiration to be a dynamic teacher leader.

Given my deep concern for my own leadership development, I was prompted to lead an inquiry into the phenomenon of teacher leadership development. The purpose of this study was therefore to explore the teacher leadership development of PL1 teachers who had been successfully demonstrating leadership at three secondary schools in the Umlazi District of KwaZulu-Natal (KZN). I sought to learn from those selected PL1 teachers about how they understood their own leadership development and, consequently, how they had developed in their leadership journey. The criterion for selecting these teachers was that they had exhibited effective leadership in action at their respective schools. To add a multi-perspectival lens to this study, this researcher also invited those members of the SMTs who had been directly involved with the selected teacher leaders to participate. I believed that much could be learnt from them about how they understood the leadership development of the selected teachers, as their role in this process was described by the teacher leaders themselves as being crucial.

1.7 CONCEPTUALISING TEACHER LEADERSHIP

Teacher leadership has become a topic of interest both in South Africa and globally, and research on the phenomenon is gaining momentum (Grant, 2012). Katzenmeyer and Moller (2011, p. 5) assert that teacher leadership is a process where “teacher leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, influence others toward improved education practice and accept responsibility for achieving the outcomes of their leadership”. This definition is reinforced by De Villiers and Pretorius (2011), who add that teacher leadership is about building collaborative relationships with other teachers.

Crowther (2002, p. 168) asserts that “it is time to rethink leadership as it relates to teachers and to move on from the ideology of [the] authority-based leadership” of the principal. Crowther (2002) motivates for the post-industrial leadership of teachers and asserts that the work of principals is not over-rated, but is simply wrong. Crowther and Olsen (1997, p. 12) assert that teacher leadership is “an ethical stance that is based on views of both a better world and the power of teaching to shape meaning systems”. The authors imply that teacher leadership is a way of living based on the philosophy of ethics, where teacher leaders lead ethically and professionally with the primary aim of using their teaching abilities to build a better world, where knowledge meaning-making takes precedence over other things. Explaining further,

Andrews and Crowther (2006) note that as per the Teachers as Leaders Framework (TLF), which was formulated by Crowther and colleagues in 2002, teacher leadership entails striving for authentic teaching and learning experiences, facilitating learning communities, establishing cultures of success, overcoming barriers and conveying visions of a better world.

Harrison and Lembeck (1996) posit that teacher leaders are those individuals who use their agency to promote change and seek professional growth through their knowledge of schools and district dynamics. Harris and Lambert (2003), on the other hand, perceive teacher leadership as a leadership model which affords staff at every level of leadership opportunities to improve teaching and learning. Proponents of teacher leadership (Katzenmeyer & Moller, 2011) acknowledge that within teachers, there exists a gigantic, untapped, reservoir of skills and expertise in every school and, if nurtured and leveraged, this sleeping giant of teacher leadership may deliver colossal benefits to student learning and bring positive change to schools. Katzenmeyer and Moller (2011, p. 4) state this aptly as follows:

We can call upon the leadership of teachers — the largest group of employees and those closest to the students — to ensure a high quality of teacher quality by bringing their vast resources to bear on continuously improving the schools. By helping teachers recognise that they are leaders, by offering opportunities to develop their leadership skills and by creating school cultures that honour their leadership, we can awaken this sleeping giant of teacher leadership.

South Africa took a significant step forward post 1994, towards transforming the education system into one that is more democratic and collaborative at the level of leadership and management. The democratic values of the Constitution, which have implications for the educational leadership and management of schools in South Africa, were woven into the South African Schools Act (SASA) (Republic of South Africa, 1996) and into the Task Team Report on Education Management and Development (DoE, 1996). On a policy level, these transformative initiatives were a move away from the previously hierarchical, autocratic leadership structures, and towards supporting schools to become self-managing, open systems characterised by participative decision making, democratic leadership and management, and collegiality between multiple stakeholders (Grant, 2017). It was this liberated, paradigmatic shift of the education system that provided a portal for the development of teacher leadership (Grant et al., 2010).

In this section I have attempted to briefly conceptualise what teacher leadership is. A deeper conceptualisation of teacher leadership is found in section 2.3 of Chapter 2 (page 26), the literature review. However, as alluded to above, teacher leadership may occur anywhere, as there are no designated areas for this leadership to occur. Being dependent on collaboration and interactions, teacher leadership cannot occur in a vacuum, and is about working together to build learner and teacher communities through a shared leadership approach. This also means that any meaningful role may be created to meet the goals of teacher leadership, which is to a large extent not role dependent, but is rather a stance or a way of doing things for the betterment of others.

1.8 DEFINITION OF KEY CONCEPTS

Certain key terms appear in this study, and therefore there is a need to understand them as they are defined in the literature. They are as follows:

- *Educational leadership* focuses on influencing, motivating and inspiring others to achieve their goals, so it is more about bringing positive transformation, while educational management entails carrying out organisational functions to maintain the organisation (Cuban, 1988). A leader uses influence and “mobilises members to think, believe, and behave in a manner that satisfies emerging organisational needs, not simply their individual needs or wants or the status quo” (Donaldson, 2006, p. 7). Leadership is about bringing about change through implementing the goals, values and vision of the leader, whereas management is about maintaining the activities of the organisation (Bush, 2007).
- *Leader development* focuses on individual-level development where internal factors (knowledge, abilities and skills) and external factors (workshops, training) influence leader development (Reichard & Johnson, 2011). Leader development is concerned with developing individual leaders (Day, 2000) and is “an important area of scholarly research” (Day, Fleenor, Atwater, Sturm & McKee, 2014, p. 79). Leader development is also termed *leader self-development*. Leader self-development without external development initiatives or programmes serves as an economical and sustainable leadership development strategy. This assists organisations to keep up with complex, changing situations, since growing leaders themselves decide what, where, how and

when to develop, which then enables them to deal with problematic scenarios at any given time (Reichard & Johnson, 2011). Reichard and Johnson (2011) posit that “when an organisation’s strategy supports leader self-development, the result is not only an increase in individual leader capacity but also the organisation’s leadership capacity as a whole” (Reichard & Johnson, 2011, p. 34).

- *Leadership development* is a human development process that involves everyone in the organisation, and is characterised by the interaction and relationship between leaders and followers who are influenced by social and contextual factors. Leadership development is concerned with developing the social capital of the organisation by encouraging networked, interpersonal relationships between multiple individuals. Hence, leadership development involves the organisation and all that is in the organisation that is geared towards leader development (Day, 2000). Leadership development becomes possible in organisations where all stakeholders become involved in this developmental process and build platforms where collaboration can take place (De Villiers & Pretorius, 2011).
- *Informal teacher leaders*: Given that the literature is unable to demarcate the work or duties of formal and informal teacher leaders (Wenner & Campbell, 2017), the definition of informal teacher leaders I have adopted for the purpose of this study is that informal teacher leaders are those teachers who are known as Post Level 1 (PL1) teachers in South African schools and who do not have a formal position or title in the school, such as Head of Department (HOD) or Deputy Principal, awarded by the DoE. They are full-time classroom teachers with a full load of teaching who take on various leadership roles inside and outside of the classroom and school, with the primary aim of improving teaching and learning.
- *Formal teacher leaders*: For the purposes of this study, I understand formal teacher leaders to be those teachers who have been given formal positions, such as Heads of Departments and Deputy Principals, and are financially compensated for such titles and roles by the DoE. Formal teacher leaders still do have a partial teaching load in classrooms, but are not classroom based.

1.9 CHAPTER SYNOPSIS

This thesis comprises seven chapters that audit and document the research journey followed throughout this project. The thesis layout is as follows:

Chapter 1 intended to focus the readers' attention on the need for TLD. To achieve this objective, I provided some insight into the phenomenon of TLD against a background of policies, school complexities and contextual factors that call for TLD. Thereafter, the significance of the study was highlighted, and the motivation and purpose of the study were then foregrounded. The problem statement and my attempt to address the knowledge gap were described, followed by the key research questions, after which the rationale for the study was discussed. Certain key concepts were defined to establish a fundamental understanding of the key ideas in this document. The organisation of the chapters in this thesis was then outlined in this synopsis, which concludes the chapter.

Chapter 2 taps into the relevant scholarship to establish what is currently known regarding TLD. To understand teacher leadership work, the overlapping and distinct nature of leadership and management are discussed, and the resulting implications for teacher leadership. To understand the work and roles of teacher leaders currently, there was a need to take a step back to gain a deeper understanding of the transformational roles of teacher leaders through the three waves of teacher leadership in the past. Thereafter, the discussion moves to an examination of the most significant discourses, discoveries and understandings of teacher leadership. The review of global studies makes the research gap and the need for the current study clear.

Chapter 3 elaborates on the three-pronged theoretical framework that informs the study. The multilevel model of leader self-development by Reichard and Johnson (2011) effectively explains the leadership development process, while the roles of teacher leaders for teacher development proposed by Harrison and Killion (2007) explain ten significant roles for teacher leaders. The ten roles therefore efficiently explain the work that teacher leaders do. To better understand the informal nature of the leadership shown by the participants of this study, who were PL1 teachers, the servant leadership theory by Greenleaf (2007) is described, as it was aptly suited to understanding the dynamics of informal leadership. The justification for using the three-pronged theoretical framework is provided, and the framework is analysed to understand the dimensions of the study and the implications for data generation, analysis and results.

Chapter 4 focuses on the research design and methodology of the study. The interpretivist paradigm that underpins the study, the research methodology, the participant selection process, and the data generation and analysis techniques and tools are justified and explained. The ethical considerations that were taken into account during this study, and the methods used to enhance the validity and reliability of the study, are elaborated on. Lastly, the limitations of the study are discussed. Thus, the chapter provides a detailed audit trail of the design and methodology of the study.

Chapter 5 present the findings that address the first research question, which relates to teacher leaders' and SMT members' understandings of teacher leaders' work. The teacher leaders and SMT members' voices, written reflections from journals, and artefacts that relate to their work are presented and analysed against the literature and the theoretical framework. The chapter reveals the varied skills and roles of teacher leaders that are utilised to develop learners, teachers and their schools holistically.

Chapter 6 expands on Chapter 5, and presents the findings that address the second research question, which relates to teacher leaders' and SMT members' understanding of the dynamics of how teacher leadership develops. This chapter focuses on findings related to the contextual, situational, organisational and innate factors within teacher leaders that enable their development. Furthermore, the chapter presents the challenges to TLD, but, significantly illustrates how teacher leaders mitigate such challenges. Thus, the twin Chapters 5 and 6 tie up the findings related to the first two research questions, and therefore the reader can expect to find a subtle overlapping of the findings. However, while Chapter 5 focused on how teacher leaders developed into and enacted certain significant roles, Chapter 6 focused on the leadership development process as a whole, thereby elaborating on the systems, processes, interactions, relationships, roles, responsibilities, mind-sets and demeanour of teacher leaders and SMT members that are part of the TLD process. This is in keeping with Day (2000), who argues that leadership development is a multi-dimensional, interactive process.

Chapter 7 is the final chapter and addresses the third research question, which relates to what can be learnt from teacher leaders and SMT members about how other teachers can develop into teacher leaders. The findings are synthesised to present the lessons learnt regarding TLD. Consequently, I present a theory of teacher leader roles for learner development and a model that illustrates the dynamics of the leadership development process. Together, the theory and the model effectively address the research gap on how leadership development occurs and

expands on the theoretical framework used in the study. Some recommendations for further studies are shared, and the limitations of the study are declared. Some final thoughts are shared in the conclusion of the thesis.

1.10 CONCLUSION

This chapter described the phenomenon of teacher leadership against its contextual background. Glimpses into the contextual factors signified the need for teacher leadership development and, additionally, a knowledge gap was identified. It was shown how the research questions could assist to a certain extent to partially address this knowledge gap. The significance and rationale of the study were explained, and a synopsis of the chapters provided a framework of expectations for the layout of the chapters in this thesis. The following chapter taps into the literary discourses on teacher leadership, and documents current studies, controversial issues and related discourses that influence the study.

CHAPTER 2

DRAWING FROM SCHOLARLY DISCOURSE

2.1 INTRODUCTION

This literature review chapter aims to survey the scholarship on TLD to provide an overview of the field and to critically evaluate the current knowledge and understandings of the phenomenon. This discussion is initiated by conceptualising the sister functions of leadership and management. Thereafter, I take a step back and present TLD against the background of the three waves of TLD, after which some conceptual perspectives of teacher leadership are presented. The significance of TLD is then brought to the readers' attention, followed by other associated trends that are associated with TLD. These are trends such as distributed leadership and the role of the principal in promoting TLD, and the relationship between TLD and professional learning communities (PLCs). Most significantly, this chapter presents several empirical studies embedded in various contexts, to explore the ground that has been covered in TLD research and to illustrate the knowledge gap that justifies the need for this study. The chapter begins with a discussion of leadership and management itself.

2.2 UNDERSTANDING LEADERSHIP AND MANAGEMENT

Decades of scholarship abound with discussions of leadership and management (LAM) (Toor, 2011). Scholars have attempted to understand the various facets of LAM to learn whether they are similar components of one entity, or are distinct from each other (Lunenburg, 2011). Although these deliberations unpack the complex nature of LAM, they give rise to some confusion and ambiguity as well, which does not bode well for understanding the development and promotion of leaders (Grant, 2012; Toor, 2011). While this study explores the development of teacher leadership, a specific type of leadership that is more closely related to teachers and teaching, I wish to present here understandings of LAM as reported by scholars and show how these distinct, yet complementary functions are vital for the effective functioning of organisations. Only a clear understanding of these core concepts will facilitate an

understanding of the more specific dimension of teacher leadership development that is the focus of the current study.

It has been affirmed that leadership inspires and supports people, which drives them to do things, while management involves directing others on how to do things (Bennis, 1998). More significantly, leadership entails the use of power to influence behaviours and attitudes (Pierro, Raven, Amato & Belanger, 2013). Correspondingly, Yukl (2010, p. 8) defines leadership as the “process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives”. Perloff (2004) defines leadership further, as involving futuristic thought, where leadership creates, markets and sells the organisation’s vision; thereafter, the leadership function remains to evaluate the implementation of the vision and decide a way forward.

Zaleznik (2004) visualises the leader as an artist, and the manager as a problem-solver. The artist-leader uses a creative and intuitive mind to steer through the chaos, and the problem-solver-manager is one who is rational and in control (Zaleznik, 2004). This means that if leaders have a vision, then managers assist others towards attaining that vision. Management can also be seen as a process that helps organisations to maintain their daily work operations if, for some unforeseen reason, things do not go as planned (Myers, 2012; Ratcliff & Vescio, 2013). Sapre (2002, p. 102) asserts that “management is a set of activities directed towards efficient and effective utilisation of organisational resources in order to achieve organisational goals”. Bennis and Nanus (1985, p. 21) are quite straightforward in their definition, asserting that managers “do things right” whereas leaders are those that do “the right thing”. This significant point shows that leaders usher some instability into organisations, it may not feel like the right thing but may be what is necessary at the time; during this period of instability, managers manage the people and resources efficiently through such change.

Maccoby (2000) believes that leadership is more relational, and energises an organisation through close interpersonal contact between the leadership and those being led, since such contact is necessary for leadership to motivate, coach and build trust. By contrast, management is more action oriented, and includes budgets, plans, facilitation and evaluation (Maccoby, 2000). The groundwork of budgeting and planning therefore provides fertile ground for motivation and coaching from leaders. In relation to hiring and training the human resources of an organisation, leadership strives towards the empowerment and training of existing employees, whereas management strives towards employing new employees (Kumle & Kelly,

2000). Significantly, this understanding of leadership demonstrates the benefits leadership may offer organisations, where existing personnel may be utilised, thus reducing the financial costs of organisations. Bush (2019, p. 4) proposes that leadership in any context is “independent of positional authority while management is directly linked to it”, and that “leadership is intentional” and “may be exercised by groups as well as individuals”.

Grant (2019) proposes that in educational settings, educational leadership motivates for change and brings on instability, while educational management stabilises, preserves and maintains educational institutions. Connolly, James and Fertig (2017) describe educational leadership as the action and practice of influencing others to achieve goals in educational settings, and educational management as the responsibility for the functioning of educational institutions. Since organisational functioning works towards the achievement of goals, it can be observed that management only renders leadership more effective, and vice versa. Adding to this, Bush (2018) significantly points out that although educational leadership primarily aims at academic improvement, people matter, and therefore leaders ought not to lose focus on the people. Hence, leadership which is based on trust offers those being led the freedom to fulfil their duties, based on the premise that willingness comes about as employees trust leadership. On the other hand, management is more rigid and controlling. Within this rigid management structure, there are defined roles and controlled processes (DuBrin, 1995). DuBrin elaborates further that leadership looks towards a vision of the future which may be unpredictable, whereas with management there is a degree of predictability, with formal planning using scientific methods to solve present-day issues in an effort to bring about order (DuBrin, 1995). It goes without saying that within uncertainty and instability, some order and planning are absolutely necessary to stabilise the organisation, and managers therefore assist the work of leaders in this way. Therefore, Capowski (1994) asserts that people are led and things are managed. Management is about routine and structure, and aims for organisational effectiveness with the present in mind (Perloff, 2004).

As much as LAM have, at times, distinct functions from each other, scholars have brought out the complementary nature of these functions on several occasions. While leadership focuses on the organisation, management focuses on working within the organisation (Covey, Merrill & Merrill, 1994). DuBrin (1995) identifies another facet of leadership as bringing about dramatic change. Kotter (2001) explains more deeply that while leadership is about ushering in some level of change and instability, management acts as a contingency strategy which

entails assisting staff in coping with such change-directed instability. Castillo and Hallinger (2018) state that leadership is enacted when individuals influence other individuals, structures and processes of organisations to bring about change or improvement, whereas management as a process aims at co-ordinating and controlling organisational activities towards organisational improvements. Zaleznik (2004) proposes that leadership entails managing other people's work, while Levitt (1976) holds that motivating and rewarding others to complete the work remains the task of management. It can be observed that both LAM function along a continuum of instability and stability for the effective functioning of organisations, since no organisation can simply remain stagnant, without any change for improvement. Zaleznik (2004) and Levitt (1976) explain that both leadership and management are in fact, overlapping, complementary functions. Some key implications drawn thus far are that leadership is more abstract, is not system-bound, and involves free thinking that works on the minds and hearts of those being led, so as to create an innate willingness to realise organisational goals and complete necessary tasks. As a complementary function, management uses the action-oriented approach to assist people in reaching the leadership's goals and vision.

The complementary nature of LAM is illustrated by an effective analogy offered by Davidoff and Lazarus (2010), cited in Grant (2012, p. 52), who explain that both leadership and management "hold each other in creative tension as they work together for the effective functioning of an organisation". This illustrates how leadership and management are two sides of the same coin; they are distinct in nature, yet the activities related to leadership enhance management functions, and effective management functions enhance leadership itself. Clarke (2007) avers that "leaders look outward and to the future and success is derived from future-focused change, while managers look inward and to the present and to them success is derived from improved systems of control" (Clarke, 2007, p. 1).

Bryman (1986, p. 6) suggests that the leader can be seen as a catalyst focused on strategy, and the manager may be seen as the operator concerned with the "here and now" of how to attain organisational goals. Naicker and Waddy (2002) define leadership as a process which involves exerting influence on group activities, and setting and achieving goals, while management involves the effective realisation of such goals through planning, organising and controlling human resources. Miles and Louis (1990) assert that leaders focus on inspiration, direction and mission, while managers design and implement plans, and get the work done, as they work with people most efficiently. The liberating and limiting nature of LAM is put forth by Grant

(2005), who asserts that leaders break boundaries, build visions, and move forward, while managing is about establishing boundaries, organising, and maintaining order in the establishment. Again, both these functions cannot be independent of each other. Some conceive leadership as a process of influencing and directing others towards accomplishing common objectives, which in turn leads to organisational change and organisational cohesiveness (Bryman, 1986; Bush, 2007). Some even argue that leadership is learnt and that leaders are not born but are made. Sharma and Jain (2013) argue that leaders are made as they gain knowledge and skills through learning processes, and what is learnt is applied through the leadership process.

My professional experiences of management activities as a PL1 teacher at my school have informed my understanding of leadership and management, which has been my forte and my core elective subject since my postgraduate studies. I learned through experience that the more positive the influence, the higher the success rate of management. I therefore have had to agree with scholars such as Amanchukwu, Stanley and Ololube (2015), amongst others in this discussion, who declare that the different functions of leadership and management both complement each other:

... success is certain if the application of the leadership styles, principles and methods is properly and fully applied in school management because quality educational leadership tradition offers great opportunity to further refine educational leadership and management policies. (Amanchukwu et al., 2015, p. 6)

The above poignant quotation strongly reflects the mutually interdependent relationship of LAM. I have seen this complementary, yet distinct nature of leadership through my experiences as a PL1 teacher and therefore concur with other prominent scholars (Bass, 2010; Bush, 2007; Grant, 2012; Sharma & Jain, 2013; Yukl & Mahsud, 2010) that leadership is not devoid of management, and that both are vital ingredients for the effective functioning of educational organisations. It is no surprise then that organisations seem to be striving to develop leader-managers who will have the capacity to provide both leadership and management organisational functions (Kotter, 2001). Yukl and Mahsud (2010) note that in view of the increasingly complex, changing nature of modern organisations, there is a call for leadership that embraces flexibility, adaptability and versatility, where leaders are able to mould their own behaviours and that of others and take quick action in the event of crisis situations where employee capacities are reduced or increased.

Management often entails maintenance tasks, such as planning, organising and controlling organisational tasks, and managers assist staff in performing these tasks to completion (Bush, 2007). Lunenburg (2011) argues that a leader's effectiveness to a greater extent is dependent on good management skills, which enable the leader to put into action the envisaged leadership visions and goals. Leadership may also be viewed as a "process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives", as asserted by Yukl and Mahsud (2010, p. 8). A significant interpretation of Yukl and Mahsud's definition of leadership reflects managerial elements, such as facilitating collective efforts, reinforcing the notion that leading does, in fact, include managing as well. However, Lunenburg (2011) also equally argues that not all managers are good leaders, and not all leaders are good managers; nevertheless, the ultimate leader would be someone who has learnt management skills, as these have the potential to "transform the leader's vision into action and successful implementation" (Lunenburg, 2011, p. 3). The proposition put forth is that effective leadership is an extremely challenging duty which inevitably has to embrace management. This is aptly put forth by Middlewood (2010), who asserts the following:

The task of leading and managing people to achieve high performance remains both the most exciting and the most challenging parts of the leadership role, and possibly the most crucial of all. (Middlewood, 2010, p. 145)

In South Africa, there is a need for teacher leaders to have effective management skills as well, and these requirements of teachers are embedded in foundational policies such as the Norms and Standards for Educators (Republic of South Africa, 2011, Appendix A), which advocates that a teacher should fulfil the role of a leader, an administrator and a manager, amongst others. This policy further expects teachers, irrespective of their formal or informal titles, to engage in effective leadership, management and decision-making inside and outside of the classroom.

Thus, this discussion on LAM has revealed that "management functions can potentially provide leadership; [and] leadership activities can contribute to managing" (Algahtani, 2014, p. 77). Teacher leaders are therefore expected and obligated to perform effective management functions, such as managing people and resources, establishing order, and guiding and explaining in detail what needs to be done, while also executing the leadership functions of influencing, promoting change and innovation, and gaining commitment (Zaleznik, 2004). Given the nature of teaching, teacher leaders therefore need to execute the managerial functions

necessary for working within a system while they abide by certain structures and specifications. Yang (2006) argues that a conducive space for leadership is only created when and if order has been established by managers, which implies that teacher leaders should exercise their managerial functions to maintain order in schools. Therefore, teacher leaders ought to build effective management skills that enable them to adapt to organisational turbulence with flexible behaviours fitting to the task at hand (Sharma & Jain, 2013; Yukl & Masud, 2010). Teacher leaders cannot simply inspire; they ought to successfully manage what they do as well. It was therefore important for this study to explore to what extent leadership and management are embedded in the work of teacher leaders. The discussion that follows attempts to conceptualise teacher leadership, and these facets of leadership and management will surface in the definitions of teacher leadership.

2.3 UNDERSTANDING TEACHER LEADERSHIP

Chapter 1 (section 1.8, page 13) provided a conceptualisation of teacher leadership that was merely a surface-level understanding of the phenomenon. This section provides a deeper understanding of teacher leadership in various contexts and, consequently, debates surrounding teacher leadership are presented to deeply root the reader into the context and dynamics of teacher leadership in education.

After a review of 41 studies on teacher leadership between 1980 and 2000, York-Barr and Duke (2004, p. 287–288) provide the compelling definition of teacher leadership on which this study is premised — that it is “the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of school communities to improve teaching and learning practices with the aim of increased student learning and achievement”. York-Barr and Duke’s (2004) definition resonates with that of Frost (2012), who avers that teacher leadership involves initiatives by teachers who strategically bring about change in their colleagues and the school, thus improving educational practices while they work towards producing and sharing professional knowledge. The professional development of teachers therefore leads to systemic change. Similarly, Levenson (2014, p. 100) proposes that teacher leaders have a responsibility towards other teachers, and therefore “teacher leaders must be knowledgeable about how to mobilize colleagues who may not share their enthusiasm for yet another change initiative”.

A common element in these introductory definitions of teacher leadership is its potential to transform other less active and perhaps reluctant colleagues, thereby building a community of teacher leaders. Bangs and MacBeath (2012, p. 331) emphasise their understanding of teacher leadership in the following quotation:

Most typically it refers to teachers' individual agency, often with reference to classroom management and pedagogy but in some cases referring to wider collegial influence with colleagues, with curriculum development and policy-making within or across schools. As well as being cast as an individual activity, teacher leadership may also refer to groups or teams of teachers with a leadership remit for aspects of policy and practice.

These notions of teacher leadership, from York-Barr and Duke (2004), Frost (2012) and Bangs and MacBeath (2012), resonate well with the characteristics of transformative leaders who "enable their colleagues to do things they wouldn't ordinarily do on their own to improve their professional practice" (Wasley, 1991, p. 4). Gabriel (2005) contends that teacher leaders need to devise various strategies and gain knowledge and competencies to compete with other leaders in formal positions. This is because there is an assumption that teacher leadership is devoid of formal authority and power. An understanding of this is presented in the following quotation:

Teacher leaders possess a semblance of authority but no formal power — only the illusion of power. For example, a department chair cannot complete teacher evaluations. She cannot place a memo or letter in someone's personnel file, nor can she dismiss a teacher. As a result, she must find other ways to motivate, mobilize, and lead teachers. She must rely on intrinsic leadership abilities, knowledge of group dynamics, influence, respect, and leadership by example to boost the productivity of her department. (Gabriel, 2005, p. 2)

Gabriel (2005) points to the shortfall of teacher leadership, where even with high levels of success and exceptional competencies, teacher leaders simply do not have the power of authority in a formal capacity. Gabriel (2005) explains that teacher leaders with exceptional abilities to promote change in schools cannot, for instance, set out directives to be followed in their respective departments, as this is the duty of the heads of departments who occupy formal leadership positions. However, to compensate for the lack of formal power of authority, teacher leaders who are able to do things better, do empower themselves with a high level of informal

authority, which they ought to exercise. Crowther, Kaagan, Ferguson and Hann (2002, p. xvii) conclude that teacher leadership is action-oriented:

Ultimately, teacher leadership, as we intend it, is about action that enhances teaching and learning in a school, that ties school and community together, and that advances the quality of life for a community. All these elements are part of the portfolio of teacher leaders.

Furthermore, Harris and Jones (2019) assert that teacher leadership is not restricted to specific roles, and is characterised as teachers' actions that move beyond their ordained roles. Other proponents of teacher leadership, such as Harris and Muijs (2003), profess that teacher leadership is more of a negotiation process that involves a brokering, mediating, participative leadership and collegial role. The research duo further explains that as brokers, teacher leaders forge links in their schools to enhance teacher development; they become mediators by providing sources of instructional material; they work with other teachers as participative leaders; they encourage analysis of instructional practices; and they forge collegial relationships amongst school staff (Harris & Muijs, 2003). A simple and unrestricted definition of teacher leadership is provided by Barth (2001, p. 446), who says:

One definition of leadership I like very much is: 'Making happen what you believe in.' Teachers believe strongly in many things, and those who dare to follow those beliefs and make them happen choose one of many paths available to them.

Barth's definition echoes a universal view of teacher leadership without position, titles, or roles; it incorporates teacher leaders in formal and informal roles, and focuses on the impetus behind leadership. In agreement with Barth (2001), Harris and Jones (2019) assert that teacher leadership is not so much a role but rather an influence that is much more significant than just a role. Additionally, Nappi (2014) attests that teacher leadership roles are not allocated to teachers; instead, they are deliberately taken on by teacher leaders, and in the enactment of such roles, teachers are able to share knowledge, skills and abilities in numerous forms. Katzenmeyer and Moller's (2011) over-arching definition resonates well with that of York-Barr and Duke (2004), as they assert that teacher leaders may lead in formal and informal positions inside and outside of classrooms, develop teacher-communities while enhancing the educational process, and accept responsibility for the results of their leadership.

Furthermore, Lambert (2003a) argues that the core focus area of teacher leadership ought to be teaching and learning, but it is also associated with development and innovation when the need arises, as asserted by Harris and Lambert (2003, p. 44) in the following:

... teacher leaders are in the first place, expert teachers, who spend the majority of their time in the classroom but take on leadership roles at times when development and innovation is needed.

Pounder (2006) suggests that teacher leadership could have profound effects on teaching pedagogy and exerts a positive influence on teaching and learning in schools. Harris and Lambert (2003, p. 43) write that teacher leadership is a “form of agency where teachers are empowered to lead development work that impacts directly on the quality of teaching and learning”. Zepeda, Mayers and Benson (2013) insist that from the ranks of the novice teacher to the ranks of the veteran, seasoned teacher, “opportunities to lead is a fundamental right and responsibility of everyone who enters the teaching profession” (Zepeda et al., 2013, p. 4). York-Barr and Duke (2004) posit that teacher leadership practices span seven vast dimensions, which include: managing and co-ordinating; curriculum work of schools and districts; participation in professional bodies; professional development of colleagues; enhancing pre-service teacher education; participation in school improvement and reform; and lastly, maximum involvement with the parent-community. Crowther et al. (2002) insist that teacher leadership practices are beneficial, since they cultivate cultures of success and develop learning communities; allow teacher leaders to develop pedagogical expertise and express their convictions and beliefs; and lastly, teacher leadership practices allow teachers to confront barriers in school cultures and develop ideas which are translated into sustainable action systems to resolve challenges.

Interestingly, scholarship on teacher leadership has documented an emergent model of teacher leadership termed “hybrid teacher leadership” (Bagley & Margolis, 2018; Burns & Badiali, 2019; Jacques, Weber, Bosso, Olsen & Basset, 2016; Margolis, 2012; Margolis & Huggins, 2012; Remijan, 2014). Acknowledging informal and formal leadership roles of teacher leaders, Bagley and Margolis (2018) assert that hybrid teacher leaders are, to a large extent, teachers who teach from kindergarten to Grade 12, and to a lesser extent, lead and support teacher development at schools. Bagley and Margolis (2018, p. 2) assert that “hybrid teacher leader positions were designed to provide embedded ‘coaches’ for teachers so that curricular and instructional reform efforts were supported through teaching peers rather than administration”. The authors state that this strategy proved beneficial, since hybrid teacher leaders had one foot

in and one out of the classroom, and were directly involved with teaching and learning, as opposed to teacher leaders who occupied more of an office-based, administrative teacher leadership role (Margolis, 2012). Alternatively, Remijan (2014, p. 30) affirms that “hybrid teachers take on fewer classes, taking on a non-teaching responsibility such as athletic director, department chair or data analyst”. Burns and Badiali (2019) assert that hybrid teacher leaders are school and university-based teachers who negotiate between school and university partnerships. Jacques et al. (2016) define hybrid teacher leadership as classroom teaching and out-of-class leadership activities for which the teacher may be receive monetary compensation and promotional status, as hybrid teacher leaders are given a chance to move up from informal leadership positions to formal ones in schools. However, Margolis and Huggins (2012) observe a downside to hybrid teacher leadership, where much role confusion occurs, owing to organisational complexities and the increasing demands placed on hybrid teacher leaders. Other challenges experienced by hybrid teacher leaders are that the relationship sometimes decays between them and their classroom colleagues who are teaching full time, and the professional development of hybrid teacher leaders also shifts them away from the main focus on the classroom.

Interestingly, within the parameters of location and distribution, Lin, Lee and Riordan (2018) have coined more contemporary definitions of teacher leadership. Lin et al. (2018) discovered that the manner in which TLD occurs through collaboration within the social networks of their schools gives rise to four types of teacher leadership, namely: oligarthic teacher leadership, distributed teacher leadership, non-centric teacher leadership and weak teacher leadership. Oligarthic teacher leadership refers to a few teacher leaders centralised at the core of the school network, while distributed teacher leadership refers to several teacher leaders distributed around the core network of schools. Non-centric teacher leadership refers to a few key teacher leaders randomly located within the school network, but who have a dense network of connections across members and the school. Lastly, weak teacher leadership refers to a few teacher leaders within the school network who have a relatively loose network across members and schools (Lin et al., 2018).

Conceptualising teacher leadership within the South African school context, Grant (2005, p. 45) provides a definition of teacher leadership as “a form of leadership beyond headship or formal position”. Grant (2005) advises that teacher leaders ought to become aware of their leadership potential, and should work collaboratively with colleagues as a team to achieve

shared visions and goals. Furthermore, in concert with other researchers, Grant (2005) asserts that teacher leadership opens platforms for increased decision-making, which may facilitate school improvement, while Harris (2005) refers to this as the re-culturing of schools through teacher leadership. Miles, Saxl and Lieberman (1988, p. 150) defend teacher leaders as agents of change and “risk-takers, willing to promote new ideas that might seem difficult or threatening to their colleagues”. In concert with this, Wasley (1991, p. 23) asserts that teacher leadership entails having the “ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader”. Teacher leaders are professional, innovative and trusted role models who focus on student learning, relationships, collaboration and empowerment, and are therefore considered to be individuals of integrity (Lumpkin, Claxton, & Wilson, 2016).

Moreover, teacher leadership can be seen as a model of “collective leadership in which teachers develop expertise by working collaboratively” (Troen & Boles, 1994, p. 11), and it is “premised upon the ability to empower others to lead” (Harris, 2005, p. 80). Hairon, Goh and Chua (2015) present teacher leadership as a three-pronged construct, and conclude from their study that teacher leadership involves developing collaborative relations with colleagues, encouraging the development of teacher learning, and promoting change in teachers’ teaching practices for the benefit of school improvement. Harrison and Lembeck (1996) assert that teacher leaders are agentic individuals, who encourage change in their institutions and harness their knowledge of school and districts to grow professionally. Teacher leadership may be viewed as a leadership stance that may assist schools in achieving a better world through the power of teaching (Crowther & Olsen, 1997). Teacher leaders strive to nurture learning communities for a better world while they overcome barriers to education and work towards achieving authentic teaching and learning. Collinson (2012) posits that leadership occurs by learning, and teacher leadership involves modelling innovative learning, forging relationships, and extending networks to advance leadership influence.

Huang (2016) differentiates between private and public teacher leadership influence. Private teacher leader influence occurs when a small group of teachers converse and work towards a common vision, while public teacher leader influence is realised when teachers develop curricula, develop the school’s mission and create teaching artefacts and tools to promote teacher collaboration on a larger scale. Donahoo, Hattie and Eells (2018) term this process “collective efficacy”, where, as a cohesive group, teachers’ actions have a positive influence

on learners' results and achievements. Harris and Jones (2019) assert that teachers unquestionably have the potential to participate in and lead change in schools, and are able to influence policy and school reform. This is imperative, as evidence suggests that there remains a "positive relationship between teacher leadership and positive educational change" (Harris & Jones, 2019, p. 125). Brondyk and Stanulis (2014) explain that teacher leadership requires teacher leaders with expertise in teaching and learning, who are willing to learn, who yearn to develop as leaders, and who are experts in specific learning areas. Earlier proponents of teacher leadership like Crowther et al. (2002) believed that teacher leaders are empowered agents of school reform. Wenner and Campbell (2017) and Katzenmeyer and Moller (2011) see teacher leadership as a significant element of school reform, and teacher leaders as those individuals who deeply involve themselves with teaching duties in the classroom and leadership duties outside of the classroom. Given that teacher leadership partnerships, networks, collaboration and developmental work ought to extend beyond classrooms, schools and district boundaries (Katzenmeyer & Moller, 2011), teacher leadership resonates well with system leadership. Teacher leaders are therefore considered to be system leaders who lead from below, as asserted by Boylan (2016). This is because a system leader by definition is "a headteacher or senior teacher who works directly for the success and well-being of students in other schools as well as his own" (Higham, Hopkins & Mathews, 2009, p. 2).

Thus far, what surfaces from the conceptualisations of teacher leadership is that it is relational and contextual in nature. Teacher leadership is embedded in the relations and interactions of various stakeholders, and the context in which it occurs influences the outcomes, which are also relatively dependent on the nature of the work done by the teacher leaders. However, my observation was that not much of the literature on teacher leadership unpacked the roles of teacher leaders as leaders of learners in classrooms. This is a limitation, as it seems that, to a large extent, teacher leadership is viewed as a vehicle for the professional development of other teachers and the school itself. The core aim of teacher leadership is to improve learner performances, given that teacher leaders have the potential to positively influence learners' results through their pedagogical competencies, expert knowledge and skills (Harris & Jones, 2019; Jurgilė, Ponomarenko, Kaminskienė & Žydžiūnaitė, 2020). Crowther and colleagues assert that teacher leadership provides authentic learning experiences while overcoming barriers to education (Andrews & Crowther, 2006; Crowther & Olsen, 1997). My study on teacher leadership development aimed to address this knowledge gap to some extent, and the findings that surfaced reflected several roles of teacher leaders as classroom leaders. More

significantly, my study explored the dynamics of TLD as a school-wide process and how teachers develop into leaders within this process.

However, any researcher attempting to conceptualise teacher leadership will observe that teacher leadership is contested terrain. Amidst the plethora of studies on teacher leadership, some say that “conceptual ambiguity is problematic” and that the definitions of teacher leadership are inconsistent (Berg & Zoellick, 2019). York-Barr & Duke (2004, p. 291) posit that teacher leadership is “largely theoretical”. Most recent commentators assert that the theoretical base of teacher leadership “is in an early phase of conceptual development” (Poekert et al., 2016, p. 309) and that teacher leadership is “still in search of an identity” (Brandisauskiene, Cesnaviciene & Bruzgeleviciene, 2019, p. 124).

Jurgile et al. (2020) even argue for the distinction to be made clear between teacher leaders and teacher leadership. These Lithuanian researchers insist that teacher leaders and teacher leadership have been used “interchangeably” as “umbrella concepts”, and have been obliviously “taken for granted”, arguing that since both these concepts have “clear attributes and internal structure” (Jurgile et al. 2020, p. 235), they are therefore quite distinct in nature from each other. Attaching attributes to teacher leaders and teacher leadership, they insist that teacher leaders are great classroom teachers, who are respected by both learners and colleagues, who have significant teaching experiences, expert knowledge and skills, and who develop themselves and others beyond their classrooms. However, when these attributes and best practices spread throughout the school, where all stakeholders aim for school and learner improvement, teacher leadership is borne. Basically, Jurgile et al. (2020) attribute the individual roles to the definition of teacher leaders and the collective roles to teacher leadership.

Similarly, Fairman and Mackenzie (2012) established that the stages of teacher leadership expand from the individual stage of development, which refers to the work of individual teacher leaders, to the collective stage of development, which moves up to the whole school and community level. Consequently, as long as the influence and best practices remain at the level of individual teachers, Jurgile et al. (2020) argue that this sphere ought to be considered as the work of teacher leaders, and when teacher leaders’ work and influence permeates the school and community system, it ought to be understood as teacher leadership.

In an attempt to respond to the contested nature of these terms, and to find my way out of this maze of ambiguity, I noted Brandisauskiene et al.’s (2019) explanation that a common

understanding and resolution may be derived from the root, morphological meaning of *lyderyste* (leadership) in Lithuanian, which is derived from *lydi* (guide) and means “to go together to a particular place” (Brandisauskiene et al. 2019, p. 125). Following Brandisauskiene et al. (2019), I believe that emphasis ought to be placed on the word “together”, since in leadership, be it that of teacher leaders or leadership as a general process, one grows with the assistance of others. Significantly, Jurgile et al. (2020) make two conclusions. They assert that the work of teacher leaders and teacher leadership as a process are both based on the premise of “internal commitment, intentional influence and social interaction” (Jurgile et al. 2020, p. 241). Day (2000), a leadership theorist, advises that both the individual and relational lens that connects individual leaders to leadership is significant in understanding leadership. Therefore, teacher leaders are part and parcel of the leadership process, and teacher leadership simply cannot work without teacher leaders. Fortunately, my study explored teacher leadership development, which deliberately takes into account the development of individual teacher leaders and also leadership development as a process that involves human and material resources, organisational factors, structures and interactions.

2.3.1 Taking a step back: the three waves of teacher leadership development

John Dewey, in his writings in the early 1900s, first coined the term “teacher leadership” and associated this term with teacher proactivity in his work in schools. However, it has been proposed by Rackley (2006) that the term “teacher leadership” actually surfaced during the reform of the education system in the United States (U.S.). Shah (2016, p. 31) contends that “teacher leadership cannot be chronologically linked to a strict timeline”, and Silva, Gimbert and Nolan (2000) explain that teacher leadership evolved in three waves. The roles allocated to teacher leaders in these three waves were as follows:

- First wave: administrative leaders; i.e. head teachers, master teachers, heads of departments.
- Second wave: instructional leaders, i.e. professional development specialists, curriculum experts, mentors.
- Third wave: team leaders, change agents, advocates of collaborative and shared leadership practices (Silva et al., 2000).

In a hierarchical, top-down education system, teacher leaders in the initial wave took on more formally designated roles, such as master teachers and chairs of different departments, and represented unions as well (Silva et al., 2000). Shah (2016) suggests that the first wave was significantly criticised for causing a rift between teacher leaders and school management, owing to the hierarchical power structures. York-Barr and Duke (2004) further add that the bureaucracy that caused stricter teacher leader supervision was purely to realise the aims of efficient school operations. Teacher leaders were removed from classroom teaching (York-Barr & Duke, 2004) and were placed in hierarchical, administrator roles, which caused a rift between teacher leaders and teachers, who saw teacher leaders as formal leaders filling administrative staff positions and not instigating change for educational reform (Shah, 2016).

In the 1980s, the second wave occurred in response to remedying the limited teacher leader roles in the first wave, and the instructional leadership role of teacher leaders was encouraged. Teachers' pedagogical knowledge and expertise afforded them ease in enacting roles as instructional leaders. However, yet again, their instructional leadership positions in roles such as curriculum developers, team leaders and professional development specialists resulted in teacher leaders being perceived as formal leaders, and not on the same footing as ground-level teachers. So, characterising teacher leadership in the second wave, Sanocki (2013) and Wiggenton (1992) all agree that teacher leaders were allocated hierarchical positions in education. Making matters worse, teacher leaders were only allowed into classrooms on a part-time basis when not enacting instructional roles. Research done by Frost and Harris (2003) on theoretical and conceptual understandings of teacher leadership during the second wave confirmed that the hierarchical culture of the second wave caused teacher leaders' roles to be highly hierarchical and formally based.

The wave we are currently in, the third wave, emerged in the 1990s, and teacher leadership continues to be emergent and evolving (Shah, 2016). The third wave has promoted the acknowledgement of the multifaceted roles of teacher leaders, which see teacher leaders leading within and beyond classrooms in formal and informal roles. The informal nature of teacher leadership has found more support in this third wave. Since the third wave has absorbed the administrative and instructional roles of the first and second waves, it has been criticised for causing ambiguity in that "it becomes difficult to distinguish between the second and third waves" (Shah, 2016, p. 33). At the onset of the third wave, Hynes and Summers (1990) observed that teacher leadership had "moved away from the 19th century model of schools as

factories with principals as managers, teachers as workers and students as raw material and with decisions made in rigid top down-fashion” (Hynes & Summers, 1990, p. 3). Hynes and Summers (1990) explain that the third wave celebrated the leadership work of teachers inside and outside of their classrooms, and acknowledged that all such efforts have great potential to bring about school improvement. The third wave’s focus and aim is the “development of the teacher leader” as posited by Hynes and Summers (1990, p. 3).

The three waves of teacher leadership describe how teacher leadership has evolved through time. The following section focuses on contested conceptualisations of teacher leadership, which have emerged owing to the more liberated, all-encompassing leadership roles the third wave has afforded teacher leadership.

2.4 UNDERSTANDING TEACHER LEADERSHIP DEVELOPMENT AS A CATALYST FOR SCHOOL IMPROVEMENT AND REVIVAL OF THE TEACHING PROFESSION

In the background to this study presented in Chapter 1, I discussed the policy initiatives (section 1.2.1, page 1) and the complexities of schools and the educational crisis that have warranted TLD (section 1.2.2, page 3), and argued that teachers ought to be leading (section 1.2.3, page 6). This section delves more deeply into some of those issues, and discusses how TLD may reduce the challenges faced by schools. I argued in Chapter 1 that teachers ought to be leading because they are well positioned in classrooms, where change ought to occur. However, I believe that there is a need for a deeper analysis of the powerful positions of teachers in the classroom, and how their abilities and expertise render them effective change agents. Furthermore, the literature suggests that TLD is necessary to save a slowly dying teaching profession. I therefore purposively chose streams of scholars and their work related to these themes, in order to develop a deeper understanding of the challenges of school improvement and change, and the challenges that are causing the decay of the teaching profession. I then provide arguments for why teacher leadership has the potential to mitigate these challenges, as these could not be covered in Chapter 1. Consequently, in this section, some cross-referencing and overlap may occur, but it is necessary to meet the objectives of this section.

2.4.1 Understanding teacher leadership development for school improvement and change

In Chapter 1, it was shown that several distinguished researchers (Chikoko et al., 2015; Christie, 1998; Christie et al., 2010; Grant, 2012; Spaul, 2013) have identified the contextual challenges schools face as: educational inequalities, teaching and learning under-performance, varying school contexts, teacher shortages, learner and teacher absenteeism, violence, lack of parental commitment, poverty, the restricted roles of teachers, over-burdened principals, and overall ineffective leadership. In this section, I agree with Forde and Dickson's (2017) assertion that teacher leaders' classroom positions provide them the leverage they need to lead change more effectively than other educational stakeholders, and that teacher leadership may be an effective vehicle for implementing school improvement and change. Liljenberg (2016) claims that the very nature of teacher leadership is directed at change, co-ordination and the enhancement of learning. Nappi (2014) adds that the potential of teacher leadership to effect school improvement lies in its ability to capitalise on the intellectual abilities of several teachers to improve leadership practices that ultimately aim to improve learner performances (Nappi, 2014).

As presented in the background in Chapter 1 (section 1.2.2, page 3), constantly changing policies, curricula and schooling circumstances are a given in education. Bayeni and Bhengu (2018) argue that policies are not implemented equally because they are generic, and the expectation is that all leadership contexts are the same, hence the varying contextual factors in schools are not taken into account. What remains is a huge divide between policy expectations and what is really happening in schools, as opposed to what ought to be happening (Bayeni & Bhengu, 2018; Christie et al., 2010). This is where teacher leadership can mitigate the challenges of policy implementation, because effective teacher leaders are able to gauge the contextual needs of their own schools and implement policies in ways that fit the needs of their schools (Grant, 2012).

However, schools cannot find a safe haven from these challenges, and in many instances the leadership of schools has become more complex through increasing pressure from the state and education departments, through regulations, testing programmes and policy changes (Zepeda et al., 2013). Andrews and Crowther (2006, p. 2) express the hope that the challenges faced by schools may be counteracted by teacher expertise: "Challenges confronting schools worldwide are greater than ever, and, likewise, many teachers possess capabilities, talents, and formal

credentials more sophisticated than ever”. Zepeda et al. (2013) advise that there is a need for agency from teachers “within their buildings to assume some of the leadership roles ordinarily carried out by” formal school leaders (Zepeda et al., 2013, pp. 3–4).

One may ask, though, why the emphasis is placed on the leadership of teachers as opposed to other school leaders. By no means am I watering down the significance of the leadership of other stakeholders, but as Buchen (2000, p. 35) so aptly puts it:

... the only leadership that will make a difference is that of teachers. They alone are positioned where all the fulcrums are for change. They alone know what the day-to-day problems are and what it takes to solve them.

The above quote reflects the central argument for teacher leadership — that there are certain factors that afford teachers a superior ability to bring about school improvement and change (Zepeda et al., 2013), and that these make teachers most suitable for achieving leadership goals. As shown in Chapter 1, Spillane (2013) asserts that teachers have the greatest potential to affect learner achievement, owing to their strategic position in the classroom. Similarly, Zepeda et al. assert that teachers are considered to be the “most valuable resources” and the “backbone of our school” (2013, p. 5), and therefore have much potential to “provide the impetus for change and innovation” (2013, p. 3). More significantly, Gimbel and Leana (2013) point out that external officials and policy drivers often lack expertise and knowledge of the inner culture, processes and practices of schools, and are therefore dependent on the insider knowledge teachers possess. In keeping up with the changes and complexities of teaching and learning, teachers have a vested interest in learning, which prompts them to learn about the contextual circumstances of their learners and colleagues, including their community’s behaviour and culture. Teachers therefore become significantly knowledgeable of the needs of their learners, colleagues and community, and this is how their significant position as classroom teachers becomes a teaching asset. Zepeda et al. (2013) explain that in building their knowledge, they learn the art of interpersonal communication and are able to communicate a vision for improved learning to their schools, communities and districts. Being part and parcel of educational policies, processes and relative practices, they are able to provide a bird’s eye view of the inner workings and needs of the school organisation. Being insiders in schools, they learn persuasive strategies which enable them to communicate district policies, processes and practices at school level with more ease than external stakeholders, owing to the trust relationships developed with the teachers who are already based in the schools (Zepeda et al., 2013).

Moreover, teachers' informal, non-positional roles become an added benefit, because these roles may be as simple as being a class manager or as extensive as a district co-ordinator. Shah (2016) asserts that the informal roles of teacher leaders allow them to have one foot in the classroom while having the other foot in the leadership activities of the school. This is beneficial, as teacher leaders are able to receive first-hand information about how leadership and change initiatives affect learner performance. The abilities and content skills and expertise teachers develop through their teaching and the facilitation of educational initiatives has a more powerful influence than any formal role (Hairon et al., 2015). Myung, Loeb and Horng (2011) assert that several factors, such as curriculum and instructional leadership, and resource availability, may affect the quality of teaching, but fundamentally and most significantly, "teachers being the individuals who teach in each classroom" (Myung et al., 2011, p. 472) has a greater influence on teaching quality than any other influencers. Brandisauskiene et al. (2019) insist that it is through these myriad of roles that teacher leadership finds its power and potential. Having specific knowledge of teaching pedagogies, and knowing learner personalities and how learners learn, over time teachers become experts in their own teaching processes and their learners' learning processes (Brondyk & Stanulis, 2014). Outsiders could not have the same impact that insider teachers have on learning outcomes.

I argue that teachers' specific position in the classroom, and their insider expertise and influence, supports the argument in favour of TLD, as "leadership and collective expertise are tightly linked to student achievement" (Berry et al., 2010, p. 2). It would then be valid to say that teacher leadership, being the leadership of the many as opposed to the few (Grant, 2012), has the ability to add to the pool of collective, diverse expertise and effect learner improvement. As a mechanism for school improvement, teacher leadership is admired for its ability to tap into the various expertise, talents, skills and knowledge emanating from a large pool of staff (Helterbran, 2010), as opposed to a single leader, such as the principal of a school. Hairon, Goh and Chua (2015) explain that teacher leadership may positively influence school improvement and change, since the various leadership skills of facilitation, subject and content knowledge, teaching experiences in diverse contexts, and experiences in nurturing the development of others, are brought to the table. Hallinger and Heck (2011) assert that this type of collaborative leadership, which includes all teachers, management staff and principals, is conducive to school-wide improvement and change, as all staff are collaboratively encouraged and empowered towards decision making and share accountability for student learning.

Moreover, it is argued that teachers are effective agents of change, who can implement and sustain change, owing to their long-term relationship with their learners and their schools (Katzenmeyer & Moller, 2011). Katzenmeyer and Moller (2011) observe that the limitation of placing the responsibilities for change initiatives solely on principals is that there may be no continuity after the principal leaves. Being the sole agent of change, the principal would be the only person privy to the knowledge of the change strategy, and therefore this centralised responsibility residing with one person may often be to the detriment of the school. Katzenmeyer and Moller (2011) argue that the success of school improvement programmes may gain and sustain momentum if responsibility is spread amongst the larger pool of teaching staff, with leadership development spilling over to involve others.

The section that follows discusses how, apart from instituting and maintaining school improvement and change, teacher leadership is needed to save a dying teaching profession.

2.4.2 Teacher leadership development can revive a dying teaching profession

In the words of Darling-Hammond (2017, p. 291), “teaching is one of the most important school-related factors in student achievement”, and therefore “teacher preparation and development are key building blocks in developing effective teachers”. Similarly, I firmly believe that the teaching profession ought to be an honourable, satisfying profession that is the mother profession that lays the foundation for all other professions. However, the teaching profession has been riddled with more pessimism than optimism, and is often painted as a troublesome, unsatisfying, dull career (Nuñez, 2015). Amongst other reasons for this, it is argued that a market-driven approach has sabotaged public education, as explained below by Schniedewind (2011, p. 19):

One goal of a market-driven approach to education is to deprofessionalize the teaching profession, and its pay, by making teaching a routinized job rather than a field that requires a comprehensive education and ongoing professional development. Rather than being public intellectuals who teach young people how to think critically, solve problems creatively, and engage deeply with ideas, teachers will only need to follow a scripted curriculum geared toward passing standardized tests. Teachers will be trained quickly, paid little, and burn out, thus maintaining a revolving door of educators.

Schniedewind (2011) thus argues above that teaching is no longer viewed as an enriching and democratic profession, but rather a profit-making enterprise, and that not much is going to be done to professionalise teaching and retain teachers. The insinuation is that those teachers who wish to stay in the profession may do so, and those who wish to leave may leave, hence the description of teaching as a revolving door. In accordance with Schniederwind (2011), and more fitting to market-related conceptions of teacher leadership, Berry, Byrd and Wieder (2013, p. 16) prefer calling teacher leaders “teacherpreneurs”, who are classroom teachers and who assist in the development of “big pedagogical and policy ideas and execute them in the best interests of both their students and their teaching colleagues”. Smulyan (2016) asserts that many of the societal and institutional pressures and accountability measures that teachers are subjected to emanate from education being viewed from a neoliberal perspective. Smulyan (2016, p. 12) states that “neoliberalism redefines the relationships between society, institutions, and individuals, subjecting all to the requirements of a market system”. Curriculum and resource control are therefore taken away from teachers, who are held to account by these standards set out by society.

Nigerian researchers Iwu, Ezeuduji, Iwu, Ikebuaku and Tengeh (2018) write that a very well-known Nigerian adage amongst the teaching fraternity is that the rewards for teachers are in heaven. Iwu et al. (2018) sadly assert that this adage is a lament, a plea from teachers to be recognised by the world, and a significant indication of teachers’ unmet needs. Heitin (2012), who presented the results of the 28th annual Metlife Survey of the American Teacher, concluded that “teacher job satisfaction is at its lowest” (Heitin, 2012, p. 1), and that existing teachers in the system are either dissatisfied or insecure in their jobs. Heitin (2012) contends that teacher dissatisfaction has been attributed to the actions of shrewd politicians and media giants, who often demonise teachers just so that they may justify budget cuts in education.

Iwu, Gwija, Benedict and Tengeh (2013) sought to explore the relationship between the job satisfaction of teachers in the Western Cape and learner performance, and found that motivated teachers perform better than their less-motivated colleagues. Iwu et al. (2013) observe that motivation in the teaching profession comes from being satisfied with the working conditions of teaching, opportunities for growth, and a sense of security in relation to one’s job. Kirori and Dickinson (2020) find that providing a platform for TLD improves levels of motivation, and as collaborative processes become the norm and as learning opportunities are continuously provided from the school environment, collegiality and knowledge improve (Fullan, 1994) and

teachers' opportunities for growth increase as well. TLD could therefore increase job satisfaction. Moreover, Wilhelm (2013) posits that teacher leadership is characterised by shared leadership, which nurtures joint leadership skills and experiences, and as teacher leaders work with each other and build on their existing skills, they gain more confidence. This implies that shared leadership opportunities and associated success could make teachers feel more secure in their jobs, as they may feel that they are making a difference in their schools. This is what Fullan (1994) refers to as a "sense of moral purpose" (Fullan, 1994, p. 246) that leaders ought to have.

Teacher bashing has also stained the teaching profession around the world, demoralising teachers and weakening their resolve and enthusiasm in the profession over the past two decades (Nuñez, 2015). Teacher bashing occurs when learners "do not achieve uniform measures of accountability, [and] teachers are *bashed* for alleged incompetence and noncompliance" (Nuñez, 2015, p. 174), even though teachers "valiantly confront teaching challenges" (Nuñez, 2015, p. 179) on a daily basis. These challenges are related to context and teachers' working conditions. Teacher bashers argue that teachers are incapable of understanding the needs of their learners and therefore should accept state-imposed procedures and requirements as is, whereas opponents of teacher bashing argue that teachers are expert professionals who are able to assess the unique needs of their learners and are knowledgeable enough to determine pedagogical assessment procedures and standards as well (Nuñez, 2015). TLD entails a constant knowledge upgrade through needs assessments, collaboration with sister schools and districts, and research on best pedagogical practices (Katzenmeyer & Moller, 2011). Promoting TLD in this way would then develop teacher competencies and reduce the teacher bashing, that blames teachers for incompetence.

Furthermore, impoverished economies, falling pass rates, weak school infrastructure and unmet teacher needs contribute to teacher job dissatisfaction as well. The repercussions are that if teachers' needs are not met adequately, many teachers will leave the profession and those who continue teaching may treat teaching recklessly, and with a great deal of apathy, as asserted by Iwu et al. (2018). Mtyuda and Okeke (2016) find that in schools with ineffective leadership and appalling working conditions, teachers struggle to enact their roles and responsibilities proficiently, and this pushes teachers away from the teaching profession.

Apart from ineffective leadership, which has resulted in a decline in teacher quality, as posited by Mtyuda and Okeke (2016), South African researcher Singh (2011) found that even

professional developmental initiatives that aim to uplift the status of teachers have often backfired, resulting once again in poor teacher quality. Singh (2011) assessed the implementation of the Continuous Professional Teacher Development (CPTD) tool in schools and concluded that the CPTD tool was perceived as a compliance tool rather than a developmental tool. Evans (2014) similarly argues that professional development initiatives such as the CPTD tool do not develop teachers. Teacher professionalism ought to be developed first, then only would any developmental initiative work, as teachers would understand the value of development. Essentially, professionalism in teaching is defined as “the repertoires of professional knowledge, attitudes, and values which articulate the character of teachers’ practices” (Murray 2014, p. 8). Shah (2016) argues that the need for a professional teacher identity outweighs the need for teachers’ pedagogical knowledge, since teachers with a professional identity afford teachers credibility and respect. Darling-Hammond (2003) asserts that there is a need to improve the teaching conditions of teachers so that good teachers remain in the school system and influence learner performances. It has been found that “what sustains their commitment to teaching as a profession and as a political process, is a genuine learning community” (Smulyan, 2016, p. 23). For this reason, the collaboration and teacher professional learning that is promoted through teacher leadership is beneficial for sustaining teacher commitment. Professional learning communities, which will be discussed in the next section, nurture TLD by providing opportunities for teacher leaders to grow and develop professional identities (Thornton, 2010).

Darling-Hammond (2003, p. 2) argues that “attrition is a much greater problem in the overall teacher supply picture than is producing enough teachers to fill the nation’s needs” because “teachers leave in large numbers in the face of difficult conditions and few supports”. Schools and districts therefore need to find strategic ways to not only attract but to retain good teachers in the profession. The author implies that there is a need to transform the character and practices of teachers, and to inculcate positive attitudes and values in teachers. This further implies that the teaching profession has to be saved, and more so, re-emphasised and re-imagined as a more satisfying and fulfilling profession, with access to learning opportunities for advancement. It is perhaps for reasons such as the above that Nappi (2014) mentions that teacher leadership could be leveraged to attract and retain teachers within the profession. For this to happen, teacher leadership should extend beyond the classroom, and schools ought to create conducive support structures and environments for teacher leadership. Teacher leadership, which promotes a diversity of roles, may be a perfect “remedy for the burnout some of our best and

brightest teachers suffer because they lack opportunities to learn, grow, and share with others” (Zepeda et al., 2013, p. 5). Johns and Sosibo (2019) argue that if teachers are not given access to learning experiences to nurture their growth and development, they will not have confidence in imparting the necessary knowledge and skills for quality education. Studies reflect that teacher leadership is an “approach with empirical evidence demonstrating its viability as a solution for sustaining systemic teacher quality and school improvement efforts” (Poekert et al., 2016, p. 310). Therefore, teacher leadership has the potential to save the dying teaching profession by reinvigorating and renewing excellent teachers, giving them “a path of expression and action” (Zepeda et al., 2013, p. 4) that benefits them and the people around them.

What can be deduced from the discussion above is that although teaching is an honourable and significant profession that provides career paths for all other professions, the teaching profession is also decaying slowly. Teachers’ job dissatisfaction, their lack of growth opportunities, educational challenges, politics, teacher attrition rates, a lack of recognition, and demoralisation and teacher bashing all contribute to the decay of the teaching profession. As teachers work against the backdrop of these challenges, they lose confidence and slowly drop out of this honourable profession. The development of teacher leadership may be a panacea to many of these challenges, as leadership opportunities improve the development of the skills, knowledge and confidence of teacher leaders as well. A benefit of TLD may also be that it would attract more teachers into the profession and revitalise the teachers who are already in the profession but who have lost their passion for teaching. The following section illuminates how various scholars perceive the process of TLD.

2.5 UNDERSTANDING THE PROCESS OF TEACHER LEADERSHIP DEVELOPMENT

TLD occurs gradually and recursively over many years, where leadership influence initially occurs over a few, who come to influence many (Hunzicker, 2017). On this developmental journey, teachers develop leadership competencies through collaborative learning processes, study, research, real-life experiences and development programmes that offer opportunities for “conversation, practice and reflection” (Smulyan, 2016, p. 15). This progression can be understood as more “organic rather than imposed” (Smulyan, 2016, p. 15) and occurs as

“[instances] of emergence” and “organised complexity” (Poekert et al., 2016, p. 325). This means that TLD is more of a natural occurrence than a planned or enforced strategy.

Hunzicker (2017) asserts that leadership dispositions precede and provoke leadership activities. Self-perceptions of leadership may develop well after teachers become active in leadership development activities (Hunzicker, 2017). In other words, as teachers journey into leadership, they acquire leadership abilities well before they even realise their teacher leader identities (Hunzicker, 2017). Reichard and Johnson (2011) assert that the spark that drives TLD is essentially internal, and may come in the form of teacher leaders’ innate motivations, values and beliefs; however, external motivational stimulus, training and selection, group influences and leadership styles of organisations that provide opportunities for growth play a vital role in leadership development as well. Several factors, such as school climate and colleagues, may influence this development, but the “decision to lead or not to lead is ultimately within the power of teachers themselves” (Hunzicker, 2017, p. 23). Hunzicker (2017) asserts that TLD occurs slowly, by teachers taking steps forward and backwards, gradually and recursively. Teachers polish and perfect their own ideals, learning, knowledge, teaching and learning pedagogies and content, and thereafter, move towards influencing others in their schools and beyond (Nicolaidou, 2012).

The development from teachers into leaders is a continuous process that often occurs daily, implicitly and unknowingly in teachers lives as they teach and manage the teaching day (Collinson, 2012). For instance, as Collinson (2012) explains, as teacher leaders contemplate innovative ways to educate their learners, they in turn extend opportunities for collaboration and discussion on teaching pedagogies to more colleagues. So, influence moves from the individual to a few others, and later to larger groups, where teacher leaders find the courage to present papers at conferences and seminars as well. Smulyan (2016) found that how teacher leaders conceive teacher leadership is an evolving process from initially acquiring the necessary skills and behaviour to better their teaching, to becoming committed to various leadership activities embedded in various contexts, and finally to acquiring a stance and position as teacher leaders within education.

The contexts within which teacher leadership influence occurs, varies. For instance, Hunzicker (2017) cites Poekert et al.’s (2016) finding that teachers evolved to be researchers and leaders through interactions emanating from involvement in a professional development programme between a tertiary system and school districts. In Maine, Fairman and Mackenzie (2012) note

that the emergence and development of informal leadership comes about as the need arises to negotiate practical solutions to school and classroom challenges. Furtado and Anderson (2012) discovered that in less than four months of being part of a graduate research course, TLD was spurred through intellectually stimulating dialogues, reflection on teaching, and a common understanding that leading goes hand-in-hand with learning.

Smulyan (2016) and Carver (2016) concur that there is a need for fruitful opportunities in the form of professional development, research programmes and graduate courses, as these deliberately provide a platform for collegial conversations, where teaching practices may be criticised or embraced, and behaviours and new ways of thinking explored. Through the developmental process, teachers connect their reflections to their own practice, clarify their own understandings of teacher leadership (Smulyan 2016) and start to eventually enact leadership. Collinson (2012) notes that the advantages of teachers engaging in leadership development are that through this process, teachers challenge traditional methods of doing things and devise diverse ways of assisting other teachers, even where challenges exist and possible solutions seem otherwise impossible. Teacher leadership therefore serves as an impetus for teacher professional development, where teachers become resources for other teachers, and this makes the acceptance of a leadership identity easier (Carver, 2016).

However, the power of teacher leaders to develop into agents of change is at times hampered by their 'leader' title, which, albeit in an informal sense, is not always an advantage. This is because, as Fitzgerald and Gunter (2008) explain, when teachers are considered leaders, they are often streamed into administrative work for the school, which reduces their capacity as teachers and their distinct perspectives, skills and expertise. Struyve et al. (2014) find that teacher colleagues do not appreciate the leadership of those teacher leaders acting on behalf of school management, as they perceive such leadership to be imposed rather than self-initiated for the collective benefit of the school.

Furtado and Anderson (2012) posit that the drive to become a teacher, and to fulfil the duties and responsibilities of teaching, leads to TLD. Through ongoing learning opportunities, teachers refine their teaching practice and study teaching content and pedagogy, and only after this, over months and years, do teachers evolve into teacher leaders and become able to influence learners, colleagues and other stakeholders towards school improvement (Furtado & Anderson, 2012). Buchen (2000) suggests that the developmental journey of teacher leaders

entails maintaining their positions as teachers while balancing and negotiating their leadership roles and responsibilities.

No doubt, certain cultures and mind-sets promote teacher TLD as well. School cultures that are adaptive, and that embrace innovative thinking and new mind-sets, become a breeding ground for teachers to expand their leadership activities beyond the classroom while still hanging on to the reins of teaching (Pineda-Báez, Bauman & Andrews, 2019). In a study that explored how teachers become leaders, Sanocki (2013, p. 124) found that “without a healthy peer and administrative culture that encourages teachers to take risks and lead in action and agency, teacher leadership cannot even begin, much less survive or thrive”. Hunzicker (2017) adds that this ability to influence others from within to beyond the classroom increases over time. In their paper on how to accelerate developmental readiness, Avolio and Hannah (2008) propose that developers should concentrate on developing leaders’ “learning goal orientation, developmental efficacy, self-concept clarity, self-complexity and meta-cognitive ability” (Avolio & Hannah, 2008, p. 33).

Wenner and Campbell (2017) and Kilinc, Cemalaglu and Savas (2015) discovered that collegial support is very important in TLD, so much so that when colleagues become reluctant to support teacher leaders, even the strongest support from the school principal does not suffice. As much as teacher leadership literature reveals that teacher leaders go beyond an ordinary teacher role to engage in collaboration with colleagues, and feel confident, empowered and professionally satisfied to a large extent, a level of stress on the part of teacher leaders emanating from collegial relationships has also been reported (Wenner & Campbell, 2017). Similarly, York-Barr and Duke (2004, p. 288) discovered that “teachers who lead tend to feel conflict and isolation as the nature of their collegial relationships shifts from primarily horizontal to somewhat hierarchical”, where teacher leaders are perceived as authority figures higher in the hierarchy, and not on equal standing with their peers. Therefore, leadership in certain instances can become a challenge for teacher leaders.

Complex challenges to TLD have been noted from the literature. York-Barr and Duke (2004), Margolis and Huggins (2012) and Jacobs (2016) sum up some of the major concerns, amongst which is the obscurity of TLD programmes; the ambiguity of teacher leadership roles; a lack of time, incentives, and collaboration; and the breakdown of communication and relationships between teacher leaders and their teacher colleagues (York-Barr & Duke, 2004). In addition, changing leadership regimes constantly, and incoherent developmental initiatives that are not

linked to each other, cause teacher leadership potential to be underused or misused altogether (Margolis & Huggins, 2012). Moreover, collegial resistance, excessive workloads and poor or insufficient professional development all hinder TLD (Jacobs, 2016).

2.6 FACTORS INFLUENCING TEACHER LEADERSHIP DEVELOPMENT

There are several factors that influence TLD. Teacher leaders ought to have the necessary knowledge and skills to enact leadership more effectively. A culture of professional learning communities (PLCs) and distributed leadership can promote TLD, as more opportunities are made available for leadership and development in a welcoming, non-threatening way. Principals, as heads of schools, play a significant role in nurturing TLD as well, and these salient aspects will form the focus of the following discussion.

2.6.1 Leadership learning, knowledge and skills

Leadership literature identifies the need for leaders to have specific knowledge for successful leadership (Shah, 2016). Robinson, Lloyd and Rowe (2008) aver that professional development knowledge coupled with knowledge of adult learning theories can assist leaders in organisational development. More significantly, Levenson (2014) asserts that teacher leaders need knowledge on how to transform pessimistic colleagues who are resistant to change. Backor and Gordon (2015), in their study on preparing principals as instructional leaders, insist that even principals need knowledge of workplace diversity, technology and instructional practices. Leaders that are in a supervisory capacity to teachers, need knowledge of educational practices and theories to be able to conduct observations of teachers and provide feedback as well (Le Fevre & Robinson, 2014). Harris and Jones (2019) and Jurgile et al. (2020) emphasise that teacher leaders essentially need pedagogical knowledge and expert skills as classroom leaders to effectively lead learners. York-Barr and Duke (2004) add that expert classroom skills give teacher leaders credibility amongst their other teacher colleagues, which assists in strengthening collegial relationships. Siegmyer (2012) avers that knowledge of context and content significantly nurtures teacher leadership as well, as this knowledge enables teacher leaders to adapt content to the specific context of their school.

Lovett, Dempster and Fluckiger (2015) propose five focal areas of knowledge: knowledge of pedagogy, people, place, system and self-learning (Table 2.1 below). In their heuristic tool, Lovett et al. (2015) emphasise other areas within the five focal areas that require knowledge development.

Table 2.1: Lovett, Dempster and Fluckiger’s (2015) five focal areas of leadership learning

FOCAL AREA	KNOWLEDGE REQUIRED
<i>1: Pedagogy — leaders learning about teaching and learning</i>	Leaders should have a minimum knowledge of: <ul style="list-style-type: none"> • growth, learning and development across the lifespan, particularly of learners and teachers; • effective strategies for teacher professional development; • the rationale for teaching and learning, and how to plan, coordinate, implement, monitor and evaluate it; • the kind of data to gather and how to conduct evidence-informed professional conversations about teaching and learning.
<i>2: People — learning about those with whom leaders work</i>	Leaders should have knowledge of: <ul style="list-style-type: none"> • communication, including coaching and mentoring that enhances working relationships; • how to structure schools so that teachers, support personnel and relevant others operate as learning communities; • how and when to distribute tasks to engage others in leadership; • how to identify leadership talent and assist others to develop.
<i>3: Place — leaders learning about the educational context</i>	Leaders should have knowledge of: <ul style="list-style-type: none"> • international issues and their possible impact on practice; • national reforms, policies and programmes and their effects on schools; • school context and how to undertake a cultural audit; • key conditions for learning and how to optimise them.
<i>4: System — leaders learning about the education system</i>	Leaders should have knowledge of: <ul style="list-style-type: none"> • the education system’s mandated policy, programme and procedural agenda; • the specific curriculum and assessment requirements of the system; • when and where leader discretion can be exercised; • tactics that aid discretionary decision-making; • system and peer networks that facilitate learning relationships.
<i>5: Self-learning about ‘me’, the leader</i>	Leaders should have knowledge of: <ul style="list-style-type: none"> • their own personal professional moral position

Source: Lovett et al. (2015), cited in Shah (2016, pp. 41–42).

The heuristic tool above, developed by Lovett et al. (2015), may assist teacher leaders in reflecting on their own developmental areas and practices, while creating an awareness of critical areas in need of knowledge development.

Fullan (1994, p. 246) identified six domains of teacher leadership knowledge as well, which included: “knowledge of teaching and learning, knowledge of collegiality, knowledge of educational context, opportunities for continual learning, management of the change process and a sense of moral purpose”. Shah (2016) emphasises that a lack of skills in classroom practice has a negative impact on teacher leadership, and Odell (1997, p. 122) similarly states that “one cannot be an effective teacher leader if one is not first an accomplished teacher”. It goes without saying, that the categories of knowledge significantly influence the extent to which teacher leaders may develop. The deeper the self-reflection into various categories of knowledge development, the deeper the level of development achieved by the teacher leader.

Teacher leadership cannot do without specific teacher skills in various areas which are all necessary to navigate through the leadership process on a daily basis. Various researchers have proposed that owing to the diverse nature of teacher leadership work, the skills requirements of teacher leaders have become more innovative and demanding. To nurture TLD, teacher leaders are expected to possess the skills to mentor, coach, inspire, and lead; to manage people, resources and the curriculum; to evaluate teachers; and to build community relations (Tomal, Schilling & Wilhite, 2014). They are also expected to possess inter- and intra-personal skills (Angelle & Beaumont, 2008); time management, collaboration, delegation, and co-operation skills (Murphy & Brogan, 2008); the skills of motivation and encouragement (Bailey, 2008); strategic planning skills (Christison & Murray, 2008); information technology and technical skills (Siskin & Reynolds, 2008), and efficient interpersonal communication skills (Stephenson, Dada & Harold, 2012).

In understanding how teacher development and learning occur, Johns and Sosibo (2019) offer their critique of the CPTD programme in South African schools. They found that CPTD is dependent on opportunities that the school context provides, and on the interactions between the various stakeholders that ought to facilitate development. They also assert that developmental opportunities “need not be ‘intentional’ or planned, but rather that they be incidental” (Johns & Sosibo, 2019, p. 132). Unfortunately, planned learning opportunities caused teachers to view the CPTD programme as a compliance tool rather than a developmental tool that aimed to provide opportunities. However, Hargreaves (1994) mentions instances of

what is termed “contrived collegiality”, which occurs primarily when the management of organisations imposes certain collegial interactions on members. An example of contrived collegiality may be seen in the departmental meetings schools carry out in different learning areas, in which teachers and management are expected to participate. Lin, Lee and Riordan (2018) concur that “not all ‘contrivances’ result in negative outcomes” (Lin et al., 2018, p. 21), as such impositions may in one way enhance collaboration and yet in another way hinder development where such collaboration may at times exclude significant members who are able to contribute valuable ideas for school improvement. These findings relate directly to my study, which sought to understand teacher leadership development through the relationships and interaction of various stakeholders involved in the development of teacher leaders. More significantly, the study this thesis is based on explored those incidental learning opportunities that availed themselves and nurtured the leadership development of teachers, as well as any imposed contrived collegialities as well.

Learning from the CPTD initiative above, John and Sosibo (2019) advise that teacher development finds success when incidental learning opportunities drive the development of teachers, as opposed to developmental programmes that involve planned learning opportunities. However, for rich, context-driven learning opportunities to present themselves, Berg, Horn, Supovitz and Margolis (2019) insist that teachers need to be placed in leadership positions so that they are able to put their proficiencies to good use. The researchers found that a reward-and-acknowledgment system that recognises teacher leadership efforts can produce positive results. Another study, conducted with 227 teachers on the completion of an induction programme by Gilles, Wang, Fish and Stegall (2018), revealed that teachers were grateful for both the induction programmes and their mentors for ‘teaching’ them to lead. This goes to say that leadership can be taught. Leadership was successfully taught and learnt by the mentees because the mentors in the induction programmes were able to model professionalism, share good practices, and provide support to developing teacher leaders. Teacher mentees from Gilles et al.’s (2018) study were more confident to take on challenging leadership positions within their schools, as they had learnt from leadership that had been enacted by their mentor teacher leaders, people whom they looked up to. What is learnt from their study is that teachers ought to be proactive and actively engaged in interactions with mentors, and be willing and accepting of fruitful learning opportunities when they become accessible.

Similarly, a contemporary study conducted by Gul, Demir and Criswell (2019) revealed that, indeed, teacher mentorship programmes within schools may positively influence TLD. Structured learning and training opportunities ought to be made available for teacher mentors so that there may be a spilling over of expertise, skills and talent to teacher mentees. A 2019 research report on 285 teacher leadership programmes in the U.S. concluded that the programmes that may benefit both teachers and learners most significantly are those that “prepare, recognise and position teachers as leaders” (Berg et al., p. 29).

Kirori and Dickinson (2020) found that developmental programmes for school leadership often include non-educational stakeholders and therefore do not focus on the improvement of instructional practice, which ought to be the core focus. Kirori and Dickinson (2020, p. 3) argue that leadership learning ought to be “job-embedded, organisational-embedded and system-embedded”. Fullan (2009) asserts that leadership learning that is embedded in the organisation occurs daily when leaders fulfil their duties and responsibilities, and in doing so are provided the opportunity to relate significant theories to practice.

Furthermore, Leithwood, Louis, Wahlstrom, Anderson, Mascall and Gordon (2010) explain that contextual learning or job-embedded learning provides significant opportunities to leaders to use their previously gained experience to negotiate current situations, and thus aims at developing the individual leader. Fullan (2009) avers that organisation-embedded learning aims to enhance the cultures, processes and structures of organisations that bring about change, and therefore is primarily aimed at enhancing the collective capacity of organisations. System-embedded learning moves beyond schools and refers to learning extended to the district level. System-embedded learning involves inter-school and inter-district collaborations that enable learning based on such contexts. Relating these notions to TLD, teacher leaders nurture their own professional growth and promote change from knowledge gained from teaching practices, the school organisation, and districts (Harrison & Lembeck, 1996).

Teacher leadership is premised on shared leadership, and teacher leaders ought to enrich themselves with skills that allow them to negotiate shared leadership activities (Wilhelm, 2013). Wilhelm (2013) proposes that for teacher leadership to progress in shared leadership schools, teacher leaders should be able to access research-based methodologies and pedagogies and communicate these along with innovative instructional practices. Moreover, teacher leaders need skills to lead and facilitate collegial and collaborative discussions on data analysis of learner progress, and must be capable of creating accountability and monitoring structures

to observe the progress of colleagues (Wilhelm, 2013). Moreover, in imparting curriculum knowledge and sharing teacher learning and pedagogies between colleagues, schools and districts, teacher leadership begins to resemble system leadership (Boylan, 2016). These factors no doubt influence the level of TLD that occurs, and implies a deliberate engagement in these fruitful opportunities on the part of teachers.

The above deliberation signified the need for specific knowledge and skills for every teacher leader to enact effective teacher leadership. Knowledge of pedagogies, schools, contexts of learning, people and of self, empowers teachers to perform better, as they are able to adapt instruction accordingly. Learning opportunities may avail themselves on a daily basis as teachers negotiate their daily teaching tasks, or they could come in the form of organised developmental programmes. However, gaining knowledge cannot occur in a vacuum. Knowledge seeking extends from within teacher leaders, who are expected to reflect on their own practices and learn the best practices of others. Moreover, leadership can be learnt from mentors who model good attitudes and practices, but mentors need the skills of coaching, delegating, inspiring and leading mentees as well.

The section that follows is a discussion on how distributed leadership nurtures TLD.

2.6.2 Distributed leadership

Harris (2003, p. 317) states that “whatever specific definition of teacher leadership one chooses to adopt, it is clear that its emphasis upon collective action, empowerment and shared agency is reflected in distributed leadership theory”. Wenner and Campbell (2017, p. 161) find that distributed leadership (DL) has “already taken a somewhat prominent position as a theoretical lens for examining teacher leadership”. This is perhaps attributed to the values embedded within DL, which offer broad opportunities for TLD to take root and flourish. These values will be the focus of this discussion.

DL focuses on the interactions of multiple leaders on a flatter, more lateral leadership platform, where leadership activities are shared, irrespective of formal and informal leadership titles (Spillane, 2006), and this is where space and opportunities are created for TLD. It is proposed that increasing responsibilities, leadership demands, policies and legislation, and greater accountability and performance pressures on principals (Mestry, 2017) and school

management have prompted their leadership roles to evolve from isolated leadership to a more collective distributed leadership, where teachers on the lower echelons of the school hierarchy are guided, developed and given more leadership roles (Peters, Carr & Doldan, 2018; Zepeda, 2013b).

Gronn (2000), an early proponent of DL, describes DL through Engeström's (1999) theory where "the notion of activity bridges the gap between agency and structure" (Harris, 2003, p. 317). Explaining further, Gronn (2000) adds that within a DL framework, "the potential for leadership is present in the flow of activities in which a set of organisational members find themselves enmeshed" (Gronn, 2000, p. 331). Promoting the notion of DL, Gronn (2000) argues that leadership does not simply exist within a single individual, as he asserts that "the extent of conjoint agency resulting from the interdependence and mutual influence of the two parties is sufficient to render meaningless any assumptions about leadership being embodied in just one individual" (Gronn, 2000, p. 331). This implies that teacher leadership within a DL framework has much to offer for TLD. Moreover, complementing TLD, which is fundamentally a process (Day, 2000), DL focuses on leader interactions rather than leader actions; hence, DL is a collective, participative activity aimed at providing guidance and direction to the organisation, through harnessing the skills and expertise of any individual teacher who has the capacity to lead (Gronn, 2000; Harris, 2007; Spillane, 2006, 2013).

The collective leadership stance of DL, which facilitates the multiple contributions of teachers, assists in fulfilling the leadership responsibilities of schools more successfully (Harris & DeFlaminis, 2016; Leithwood, Mascall, Strauss, Sacks, Memon & Yashkina, 2007; Spillane, Camburn & Pareja, 2007), and has been found to influence positive school outcomes (Bush & Glover, 2012; Spillane, 2003). Barth (2001, p. 441) argues that "all teachers can lead. Indeed, if schools are going to be places in which all students are learning, all teachers *must* lead". It has been found that confining leadership to formal positions results in the exclusion of significant informal leaders from decision-making processes (Fairman & Mackenzie, 2015). DL offers various significant leadership opportunities for these informal teacher leaders, as fruitful leadership opportunities are spread across the school and the various skills, expertise and talents of several teachers are readily welcomed (Spillane, 2006; Von Dohlen & Karvonen, 2018).

Within DL, TLD thrives, as teachers have a sense of rightful authority and power of leadership, which results in an increased sense of worth and purpose for their skills in leadership for lasting

school improvement (Lambert, 2003a). DL also makes teachers feel useful and they fulfil their leadership responsibilities more effectively and passionately (Von Dohlen & Karvonen, 2018). Von Dohlen and Karvonen (2018) find that empowering informal teacher leaders within a DL school environment stimulated more change for school improvement than expected from formal leaders. DL motivates and provides the space and time for teacher leaders to participate extensively in all school operations, and while being enmeshed in their own school contexts, teacher leaders are better able to negotiate and shape solutions while reflecting on school contexts and situations (Silva et al., 2000). Harris (2003) asserts that this is how the school contexts and leadership become interactive, through idea generation, shared beliefs and the implementation of action plans. Through extensive collaboration, team learning and distributed teacher leadership opportunities that aptly suit the expertise and skills of various teachers, DL nurtures TLD by promoting cohesion, satisfaction and stronger relations amongst teachers and principals (Liu & Printy, 2017; Liu & Werblow, 2019).

Furthermore, the collective leadership premise of DL, and the extensive interaction between formal and informal leaders, nurtures TLD, as it promotes the development of pedagogical skills (Liu, 2016; Marks & Printy, 2003), teaching knowledge (Leithwood & Jantzi, 2012), organisational commitment, teacher professionalism (Hulpia, Devos, Rosseel & Vlerick, 2012) and improved student learning (Hallinger & Heck, 2010) for all the stakeholders involved. Because it is a process of “collaboration practiced by the principals, teachers, and members of the school’s improvement team in leading the school’s development” (Heck & Hallinger, 2009, p. 662), DL promotes TLD through inviting leadership opportunities to realise these goals.

Moreover, Samancioglu, Baglibel and Erwin (2020) assert that effective leaders do not lead with force, but by motivational, inspirational, invitational leadership behaviour that encourages others to embrace opportunities and better themselves in serving others. Within DL, TLD is spurred as novice teachers, experienced teacher leaders and formal school leaders interact with each other, and encourage and guide each other to become effective leaders. Being immersed in the issues of the school deeply and personally connects all the role-players in TLD, who work more earnestly and passionately to assist the school community. The result is multiple leaders, who have more information and authority, and are more willing, motivated and committed to perform beyond their optimum capacities (Samancioglu et al., 2020). Ho and Ng (2017) revealed that through a DL perspective, principals, school management and teacher teachers are able to enact varied leadership styles. Ho and Ng’s (2017) study showed that DL

nurtures TLD, as it promotes the unique leadership styles of teachers, and aims to improve teaching and learning. Significantly, teachers may be able to fill the leadership gap that school management teams and principals cannot fill, as they cannot lead the teaching and learning process directly owing to their designated roles and responsibilities.

Distributed leadership has the potential benefit of nurturing TLD and improving the education system in South Africa. It has also been viewed as an attractive leadership model, as it is suitable for the specific context of the post-apartheid South African schooling system. This is because the South African educational legislation and Constitution aims for school democratisation through inclusivity, social justice and equality (Grant, 2017). The pre-democratic educational system leaned more towards the authoritarian or solo leadership of the principal of the school, and strict hierarchies of schools restricted the participation of other stakeholders in education (Du Plessis & Eberlein, 2018). The post-apartheid education system, however, saw a change from a centralised to a decentralised education system, which necessitated a more liberated conceptualisation of school. Consequently, the South African Schools Act (SASA) (Republic of South Africa, 1996) and the Task Team Report on Education Management (DoE, 1996) encourage the participation of all who are able to lead, including parents, learners and teachers at grassroots level in schools. Grant (2017) asserts that “within this policy framework, the right to be represented and have a voice within a school constituency aligns well with the concept of distributed leadership” (Grant, 2017, p. 461), and therefore TLD may find much recognition through DL. Extended demands and pressures on schools have necessitated surrogate methods of leadership, given distributed leadership representative power (Harris & Spillane, 2008), where teachers at grassroots level are given a voice and various roles to enact leadership.

The specific type of TLD that this study leans towards is the autonomous, self-initiated leadership of teachers that is keenly recommended by Lieberman and Friedrich (2007), where such leadership occurs throughout all spheres of a school. More significantly, in regard to teachers, activities are not “imposed upon them, they choose to take on certain leadership activities, and in many cases instigate the opportunities to lead” (Harris, 2008, p. 11). Allen (2018) finds that even with the most promising leadership approaches and professional development initiatives, in the absence of teacher agency and initiative, such hopeful initiatives may fail.

Thus, this study advances the argument that it is quite necessary for teachers to initiate and drive their own leadership process within a DL network. However, Harris and Spillane (2008) caution that DL is not a panacea for all the ills of schooling, and that there has to be agency exerted by the role-players involved in leading schools. The formal leadership team (the SMT) needs to relinquish power to informal leaders (teachers at grassroots level), and allow others to take the reins of leadership; those teachers who are given leadership opportunities, ought to use their agency effectively to bring about change in their schools.

2.6.3 The role of the principal in nurturing teacher leadership development

Bellibaş, Gümüş and Kılınç (2020) assert that although the “heroic leadership approaches, positioning the principal as the sole leader of the school, have long been influential in the literature”, the present era demands a more collective leadership. Researchers have considered “teacher leadership [to be] an alternative for traditional heroic leadership; the needs of students and schools require collective leadership that promote the capacity to improve teaching and learning for all” (Bellibaş et al., 2020, p. 12). In keeping with reform movements for collective leadership through teacher leadership, the roles of teachers and principals have been extended, and various studies on teacher leadership reinforce the crucial roles principals play in nurturing TLD (Angelle & Teague, 2014; Pan & Chen, 2020; Sinha & Hanuscin, 2017; York-Barr & Duke, 2004). This section presents a discussion on the dynamic role played by principals in TLD.

Martin (2018, p. 22) states that historically, “teachers in leadership roles have existed since the first schools were established”, pointing out that principals were teachers at one time as well. In U.S. states, as cities expanded and more schools were developed, the roles of school principals transformed. Rousmaniere (2013, p. 5) points out that what must be remembered is that a principal was “often a teacher with administrative responsibilities as an administrator who supervises teachers. These early principals were flexible teacher leaders who maintained a close connection with classroom work and [the] school community”. Later on, in the mid-twentieth century in the U.S., principalship was professionalised as an administrative duty, and this gave principals a superior status to teachers (Rousmaniere, 2013). A consequence of this was that

teachers were no longer seen as potential leaders of their schools. As the principal settled into their office at the front of the school, teachers retreated into their isolated classrooms, with much less involvement in the management or leadership of their schools. (Martin, 2018, pp. 23–24)

This narrative resonates with the roles of principals in South Africa as well. Prior to 1994, principals sat at the top of school hierarchies and were considered the individual, superior leader who handled all leadership and management work; in this top-down leadership structure, teachers simply followed instructions (Grant, 2012). A paradigm shift occurred after 1994, when the democratisation of schools was initiated through the policy initiatives explained in Chapter 1, and schools were expected to be led jointly by teachers, school management, parents and learners. For principals and teachers to work together in harmony, a more distributed, shared, joint leadership showed potential for success. From the view of a facilitator of shared leadership teams at schools in the U.S., Wilhelm (2013) observed that a pre-requisite for leading a shared leadership school is the principal's willingness to relinquish some power. Principals simply need to find a balance that allows them to delegate responsibilities to teachers without abdicating all their powers to teachers (Wilhelm, 2013).

The extant literature on teacher leadership recognises the impact, involvement and influence principals have on developing teacher leadership, and strongly suggests that teacher leadership can gain momentum if principals promote distributed leadership in schools (Nappi, 2014). Nappi (2014) writes that there is a need for principals to develop teacher leadership through distributed or shared leadership opportunities. Principals who are effective have been found to “orchestrate the structural and cultural conditions in which distributed leadership is more or less likely” (Harris, 2011, p. 9), suggesting that distributed leadership does not simply occur, but that conditions need to be in place as well. Derrington and Angelle (2013, p. 4) find that “principals are critical to teacher leadership support and success in a school”, as they are able to build a culture of distributed leadership through their positive actions that support a culture and environment for shared leadership opportunities. Distributed leadership assumes that there are various sources of influence in organisations such as schools, and therefore focuses on the “leader-plus” (Spillane, 2006, p. 3). This concept, as it relates to teacher leadership, would mean that there is a decentralisation of the principal's leadership, and a focus on significant other teachers in the school who are able to exert influence and agency.

Teacher leadership may be enhanced only if principals incorporate teachers' ideas into decision-making, and their innovations into teaching practice. This would involve a sharing of power and communicating a clear school vision, as asserted by Angelle and Teague (2014) and Lambert (2003b). Principals are key role-players who have the capacity to provide a platform for teachers' voices. If teachers' voices are amplified, this widens their influence and impact, thus encouraging teachers to see their own work as significant in school improvement, and therefore nurturing TLD (Taylor, Goeke, Klein, Onore & Geist, 2011). However, principals "need to know when to step back, encourage and facilitate teachers' participation" (Cheng & Szeto, 2016, p. 142) to spur TLD. Principals who appreciate and recognise teacher input actively engage with teacher leaders in matters of school improvement, instruction and pedagogy, while recognising teachers as vital resources for school improvement, thus nurturing TLD (Mangin, 2007).

Principals may nurture teacher leadership through shared or distributed leadership (Nappi, 2014; Wilhelm, 2013), transformational leadership (Hauserman & Stick, 2014) or instructional leadership (Calik, Sezgin, Kavgaci & Kilinc, 2012). Principals can effectively develop teacher leadership by intentionally understanding and incorporating teacher leadership into the school's agenda (Mokhele, 2016), by professionally developing teachers (Bredeson & Johansson, 2000), and by building self- and collective efficacy in teachers, which enhances a school's capacity for effective teaching and learning (Derrington & Angelle, 2013). If principals embark on leadership for learning, which refers to the provision of learning opportunities for teachers, teachers are more likely to engage in practices of leadership, as they become more enthusiastic about taking responsibility for their leadership. This willingness enhances school improvement and lessens the burden on principals (Bellibaş et al., 2020). Principals need to be involved on a deeper level in the professional development of their teachers, from the initial design of content, to the implementation and assessment of professional development programmes, and right up to providing and creating a conducive learning environment where school management and teaching staff learn together (Bredeson & Johanssen, 2000).

Teacher leadership development flourishes through shared leadership initiatives, which are not realised over days or months, but over years of hard work (Wilhelm, 2013). Angelle and De Hart (2011), however, found that sharing leadership may not be such an easy task for principals, and the manner in which leadership opportunities are spread among teachers sometimes hinders

TLD. One example is when principals create “in-groups and out-groups”, and selectively choose which teachers to give leadership opportunities to. Hunzicker (2017) also found that principals are often reluctant to delegate or, in cases when principals do delegate, they fail to support the delegated activities. Other setbacks in shared school leadership initiatives were also observed by Wilhelm (2013) as principals failing to guide and question teachers, or failing to offer their valuable suggestions to teachers who expected to be guided. As such, teacher leadership entails ownership and not a buy-in. Therefore, there is a need for principals to take ownership of teacher leadership, by providing a platform for it, and by providing continued support and school-wide decision making for teachers in formal leadership and informal leadership positions, and not confining this to classrooms. However, a recent study conducted by Ingersoll, Sirinides and Dougherty (2018) find that the decision-making of teacher leaders is still largely confined to the classroom level, even in this day and age when teacher leadership ought to be gaining more momentum. Wenner and Campbell (2017) and Wilson (2016) find that when principals do not support teacher leader autonomy and authority, teacher leaders feel a sense of non-recognition, and therefore other colleagues refuse to recognise or comply with teacher leaders due to the teacher leaders’ lack of credibility and respect in the school. Principals’ support for teacher leaders, or the lack thereof, therefore has a ripple effect on TLD.

Moreover, TLD is dependent on principals’ unwavering efforts to understand what teacher leadership entails, such as the structures, relationships and culture within which teacher leadership may be bred. Such a culture would involve shared leadership (Wilhelm, 2013) or distributed leadership (Mokhele, 2016), amongst other factors, and this is where principals enter into the equation, as they are expected to support the agenda of teacher leadership and weave it into the school’s agenda. The more quickly the facets of teacher leadership fit into the agenda of the school, the more quickly the leadership of teachers can flourish (Mokhele, 2016). Wilhelm (2013, p. 65) therefore advises: “So principals, embark on the adventure of developing shared leadership with your teachers. The need has never been more urgent, nor the opportunity more ripe”. In venturing into this shared leadership adventure, principals leave their legacy by developing the roles of teacher leaders, who maintain the status quo of the institution while upholding the vision and mission of the school (Nappi, 2014).

Principals can be exceptional role models to teacher leaders as well (Cheng & Szeto, 2016, Hauserman & Stick, 2014). Principals who demonstrate the attributes of transformational and distributed leadership are viewed by teacher leaders as professional role models who can be

trusted, as innovative and open to new ideas, as considerate and respectful of teachers' needs, and as resource providers and consultants to teacher leaders affected by issues and decisions (Hauserman & Stick, 2014). School principals may play an effective role as well in nurturing novice teachers. Evidence suggests that in the early stages of their career, the leadership development of teachers may occur through the delegation to them of duties and learning opportunities offered by principals, on the condition that novice teachers show the initiative to learn (Cheng & Szeto, 2016). Seeing that teacher novices “can learn to lead at any given time in schools” (Cheng & Szeto, 2016, p. 142), principals need to trust the abilities of novice teachers, give priority to their development, and attempt to enliven and nurture their fresh, untainted minds so that they start their careers with ripe learning opportunities and enthusiasm for the teaching and learning process.

The delegation of authority by principals can be used as a tool for TLD by empowering teachers to exert their influence on significant decision-making processes in schools. This effective teacher-principal interaction enhances the learning climate of schools, which has several positive implications for learner outcomes (Huang, 2016). Wilhelm (2013) advises that there is a significant need for principals to refrain from abandoning ship after initiating discussions and projects, as teacher leadership teams are often unprepared to make wholly conclusive decisions for school improvement. Therefore, as the work of principals and teacher leaders was observed in shared leadership schools, it was found that principals often “misjudged the situation, overestimating [their] team’s readiness”, “[abdicated] important aspects of leadership to a wholly unprepared leadership team”, did “not work with team leaders to help them learn how to facilitate such a discussion”, and did not allow teacher decision-making as “they [feared] losing control” (Wilhelm, 2013, p. 2).

This discussion has shown the significant impact principals may have on nurturing teacher leadership, and has also revealed common missteps from principals. The literature indicates that it is not an easy task for principals to nurture teacher leadership, as shown by Wilhelm (2013), who states that principals are not prepared to lead shared leadership schools and that leadership development programmes have not developed teachers for this role either. What emerges from the above discussion, however, is that proactive engagement until tasks and goals are achieved is required from both principals and teachers, so that the interactions and current situations give way to learning opportunities for both teacher leaders and principals, thereby nurturing TLD.

2.6.4 Professional learning communities nurture teacher leadership development

The extant literature on teacher leadership describes the benefits of professional learning communities (PLCs) for the development of teacher leadership (Harrison & Killion, 2007; Rasberry & Mahajan, 2008; Servage, 2009; Thornton, 2010). PLCs are defined as “the staff learning together to direct efforts towards improved student learning” (Hord, 1997, p. 11). Servage (2009, p. 150) comments on the collaborative nature of PLCs by asserting that “the basic premise of PLCs is that teachers can and should be working together to plan lessons, develop assessments, study curriculum [sic], and otherwise improve student learning”. The collaborative, shared leadership approach that PLCs are founded on becomes a breeding ground for TLD (Thornton, 2010). In perusing the teacher leadership literature, one will find several factors within PLCs that facilitate TLD as well. Going back to the core focus of leadership, Fullan (2001, p. 9) asserts that:

The litmus test of all leadership is whether it mobilizes people’s commitment to putting energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilization.

This definition captures the aims of both teacher leadership and PLCs, as both these vehicles for educational change and improvement aim to realise Fullan’s (2001) leadership objectives.

In another vein, Andrews and Crowther (2006, p. 12) proposed a particular conception of a knowledge society, which they liken to a PLC, describing knowledge societies as

communities of people working together so that their collective intelligence results in creation of new knowledge that enhances their personal efficacy and their quality of life and enables them to contribute to a more sustainable and better world for others.

Because PLCs are “connected with notions of enquiry, reflection, and self-evaluating schools” (Stoll et al., 2006, p. 222), they become a nurturing ground for TLD and therefore have much potential to spur TLD, which is fundamentally about constant reflection and inquiry into the teaching and learning process, with the aim of bettering oneself as a teacher leader.

As teachers continue their professional learning activities in PLCs, both learner and teacher needs are met, teaching quality is enhanced, and PLCs therefore become a very effective context for continuous professional learning for both teacher leaders and senior school

management staff (Stoll et al., 2006). Harrison and Killion (2007) explain that when PLC platforms are organised, teacher isolation is prevented and collaboration is promoted. This significantly prevents the stagnation of their development in various fields. It is interesting to note that Harrison and Killion (2007) are the same authors who presented a model of the ten roles of teacher leaders, and in doing so, explored the ten primary roles that teacher leaders enact in their collaboration with and professional development of fellow colleagues, hence promoting PLCs through their teacher leadership work. Harrison and Killion's (2007) model was used to analyse my data, and is described and discussed in detail in Chapter 3. Rasberry and Mahajan (2008) add that PLCs may nurture teacher leadership by motivating teacher leaders to express their professional developmental needs and by supporting them with funding for development. Rasberry and Mahajan (2008) assert that by reflecting on weaknesses and strengths, PLCs motivate teacher leaders to find strategic ways to work around and strengthen their weaknesses, and to build on their strengths as well.

Therefore, teacher leaders in PLCs use their strengths to assist other teachers, and the cycle of development continues. Similarly, Brodie and Chimhande (2020) find that PLC conversations between teachers enhance teacher learning to a large extent. Brodie (2014) significantly found that PLC collaborative conversations between teachers prompted them to not only reflect on but to challenge their abilities and lack of ability with learners and colleagues, and to seek innovative solutions to problems as well. PLCs nurture TLD because best practices are discussed, producing tacit knowledge within teachers, and becoming public knowledge that is readily shared more effectively in collaborative forums. Weir (2020) explains that within PLCs, TLD occurs as best practices pertaining to classroom instruction are modelled and observed and this becomes highly beneficial for novice teachers who enjoy rich development through teacher leaders who model best practice and the appropriate mind-set. Novice teachers entering the profession, and other teachers who wish to develop their skills, are fully immersed and surrounded by the right way of doing things (Weir, 2020, p. 87).

Thornton (2010) agrees that PLCs provide fertile ground for successful TLD, as the collaborative network provides a space for curriculum dialogue, for better strategies to enhance teaching practices to become known, for student learning and student thinking to be given consideration, for school changes to be evaluated, and for better strategies to be implemented. PLCs nurture TLD, as they are built on the ideals of "curiosity, problem-solving, creativity, resilience, risk-taking, [and] learning from failures" (Salleh, 2019, p. 5). Such ideals are shared

and communicated with teachers, and marketed through visual aids such as posters and campaigns. School leaders who occupy higher formal positions than ground-level teachers can model ethical and successful leadership behaviours, and teacher leaders can look up to such role models and absorb such ethical practices, as asserted by Salleh (2019). Within a PLC, the potential for TLD increases when the senior and middle managers work tirelessly towards providing teacher leaders with skilful team leaders to steer TLD, with structured time, and with the necessary resources while assimilating teacher leadership work within PLC programmes. In this way, PLCs promote teacher leadership learning, and promote and support innovative pedagogies (Salleh, 2019).

Development, support and feedback on teaching pedagogies receive a great deal of attention in PLCs, while teacher autonomy and relationships of trust are built within them (Garvin, 2020). Weir (2020) avers that PLCs promote collective efficacy through interactions between teachers, school management, and leadership personnel. This is because within PLCs that nurture TLD, successes are celebrated, while school leaders create a momentum of success within their teacher teams as they recognise, praise and appreciate teacher leader work. Weir (2020) further avers that the focal area of teacher professional development and learning (Salleh, 2019) is nurtured in PLCs, since peers become friends who are comfortable with discussing successes, challenges and inadequacies. Beasley (2020) writes that the relationship of trust that PLCs promote encourages honest declarations of teacher shortcomings as well, and discussions on remedial strategies can take place without fear of being judged.

DuFour, DuFour, Eaker, Many and Mattos (2016, p. 10) discuss the continuous and recurring nature of learning in PLCs by asserting that it is “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve”. PLCs moreover nurture TLD as they operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators. Weir (2020) suggests that such job-embedded learning may include team problem solving, where one problem receives the attention of multiple thinkers who can provide multiple inputs to solve the same problem. In nurturing TLD, PLCs have the potential to improve the professional growth of teacher leaders and enhance learner outcomes, which is the ultimate aim of educational leadership. When the professional learning of teachers is enhanced, then the learning outcomes of learners are advanced as well (DuFour, DuFour & Eaker, 2008; Katzenmeyer & Moller, 2011; Thornton, 2010). Since TLD entails active

engagement in activities towards school improvement (Akert & Martin, 2012), it is imperative that leadership skills be mastered by teachers and practised in contextual school settings (Katzenmeyer & Moller, 2009), and PLCs provide such platforms. In addition, as teachers develop into leaders, they need to have integrity, influence, a vision, and the bravery to take necessary risks. While working within PLCs, teacher leaders are also able to inspect the extent of their skills and access support from their fellow colleagues (Katzenmeyer & Moller, 2011).

Katzenmeyer and Moller's (2009) model for assessing core TLD areas consists of four facets: personal assessment, change of school, influencing strategies, and an action plan for teacher leaders. Through this model, Katzenmeyer and Moller (2009) propose that teachers need to reflect, inquire, and assess their needs and attitudes, with the aim of improving them, and that PLCs foster the development of TLD by creating a space for inquiry, reflection and needs assessments. PLCs nurture TLD, as they create platforms for teacher leaders to assess their school cultures and their own leadership activities, in order to envisage what potential opportunities teacher leadership could afford them in bringing positive changes to their schools. Another area of TLD is exerting influence, and to do so teacher leaders need to empower themselves with the necessary skills to develop their colleagues and learners. This becomes a possibility in PLCs as they provide a space for collaboration and dialogue pertaining to teaching and learning issues. For instance, such skills may include mentoring and coaching. The last area of development in Katzenmeyer and Moller's (2009) model of TLD is the action plan, which entails the development of teacher leaders' innate attitudes, skills and knowledge towards leadership action. This is where a supportive school environment is integral for spurring teacher leaders into action (Katzenmeyer & Moller, 2009). The very nature of a PLC promotes collaboration, collegiality, shared or joint leadership, and the creation of much needed dialogic space for teachers who wish to develop, making the PLC a fertile space for the development of teacher leadership. These advantages of PLCs develop the three focal points of TLD: "collegial and collaborative relations, teacher professional learning and development, and change in teachers' teaching practice" (Salleh, 2019, p. 2).

2.7 EMPIRICAL STUDIES ON TEACHER LEADERSHIP

To better understand the contexts in which teacher leadership occurs, it was necessary to consult the extant literature to identify what is known thus far about the extent of teacher

leadership. Research in the South African and international contexts has shed light on the phenomenon of teacher leadership, and the highlights of these studies are discussed in the following section.

2.7.1 South African studies on teacher leadership

The Grant studies (2006, 2008) laid the foundation for research into teacher leadership in South Africa. In her study, Grant (2006) involved 11 University of KwaZulu-Natal (UKZN) tutors who had facilitation experience in the BEd Honours programme, and explored how tutors' development in the module influenced their perceptions of teacher leaders in schools. The primary data generation instrument was reflective journaling. The findings suggested that for school transformation to occur, the traditional hierarchical organisation of schools must be done away with, in order to render schools effective learning organisations where teachers would be given opportunities to lead (Grant, 2006). Grant (2006) found reflective journaling to be an effective method for recording the participants' real, lived experiences from memory, which urged me to adopt this method for teacher leaders to record certain salient developmental events. In addition, this study explored how school hierarchies influenced TLD.

Grant (2008) explored the influence of a professional development programme that focused on teachers' pedagogic learning at four schools in KZN. She found that the school conditions were not always conducive to TLD. A collaborative culture was lacking, and power redistribution was not easily implemented. Grant (2008) argued that the development initiatives failed, as they were not linked to leadership, which convinced her to conclude that "teaching and learning is central to educational leadership" (Grant, 2008, p. 86). Given that even the best developmental initiatives are likely to fail in the absence of a conducive school environment, my study explored the work of excellent teacher leaders and the school conditions that were conducive to their development.

Grant, Gardner, Kajee, Moodley and Somaroo (2010) conducted a larger survey involving 1055 PL1 teachers from KZN, which explored teacher leaders' perceptions of teacher leadership, and the extent to which teacher leaders involved themselves in leadership activities. The findings revealed that both SMTs and teacher leaders played a role in restricting teacher leadership. Grant et al. (2010) concluded that there was a need for close collaboration between teachers and SMTs for teacher leadership to work, or the very people who ought to benefit

from leadership may render leadership impossible. My project explored the nature of collaborative processes between SMTs and teachers that enabled TLD, and how development occurred within such processes. I was even able to explore innate, individual factors within teachers that had a restrictive bearing on TLD. Instead of a quantitative method, the qualitative interviewing method I adopted expanded the length and breadth of data extracted from teacher leaders and SMTs, which detailed the collaborations that enabled and restricted TLD.

Grant and Singh (2009) explored how SMT members understood and distributed leadership, and how this influenced teacher leadership. One finding was that SMT members refused to relinquish power over decision-making at school management level, which impeded teacher leadership activities, thus revealing that teacher leadership cannot develop if leadership is not shared. It also revealed that SMTs do not believe that teacher leaders are capable or ought to lead at school-level. This is not in keeping with the SASA, which stipulates that schools ought to promote the leadership of teachers in significant areas of management-level decision-making. My study included members of SMTs and explored under what circumstances such power issues occur, as these are significant contextual aspects of sharing leadership with teachers in a school.

On the same note, a cohort of students in their Master of Education studies at UKZN explored the enactment of teacher leadership and factors that influenced teacher leadership (Gunkel, 2010; Jasson, 2010; Molefe, 2010; Moonsamy, 2010; Xulu, 2010). The findings show that TLD was restricted to the classroom and colleagues, and was not able to be extended at the school and community level. If teacher leadership work did extend to school and community level, it occurred under the stringent control, authorisation and delegation of SMT members, which restricted teacher leadership to a great extent. Thus far, it can be observed that significant research has been done on what teacher leadership is and where it occurs, and the support given to teacher leaders by their SMTs. However, a knowledge gap arises where not much is known on how teacher leadership roles emerge and are enacted, and how they can be developed further. I was therefore motivated to conduct my research on the development of teacher leadership, rather than the enactment of teacher leadership, since studying development provides valuable insights into what positive triggers could promote more effective, sustainable leadership enactment and effectiveness in the future (Day, 2000).

Naicker and Somdut (2014) explored teacher leadership of novice teachers and the extent of the support they received from their respective SMTs at one secondary school. What surfaced

was that teacher leadership existed in the classrooms but dissipated as it moved away from the classrooms, due to a lack of support from the school's SMT members. A significant finding from this study was that teachers are essentially classroom leaders of learners. However, the researchers questioned why leadership does not extend outside of the classroom, and how the classroom leadership of teacher leaders could be developed so that teacher leadership could be sustained in the future. Turning the tables, and taking from Naicker and Somdt's (2014) project, my study attempted to address a significant gap in understanding SMT members' perspectives of teacher learners as leaders of learners, and how their interactions nurtured TLD.

On a similar note, Monametsi (2015) explored the role of SMTs in the pedagogical professional development of teachers. The findings revealed that the professional development of teachers was hampered to a large extent by lack of time, by teacher resistance to development, and by a lack of management training for SMTs. Another discovery was that all stakeholders who are part of development (such as SMT members and teachers) need some kind of development. Significantly, my study sought to explore the pathways of TLD and SMT members' roles. In addition, I was able to explore what development activities and processes made a positive difference to TLD, and how such activities could be embedded into schools' in-house professional development initiatives, thus reducing the need for deliberate, funded development programmes. Given the financial constraints of schools and the education system, this type of exploration was necessary.

2.7.2 International studies on teacher leadership

Two studies on the African continent, Wadesango (2010) and Samkange (2012), explored teacher decision-making in Zimbabwe. Wadesango (2010) sought to explore the extent to which teachers were involved in decision-making at five secondary schools in Zimbabwe. The findings revealed that despite teacher initiatives to participate in school-wide decision-making, menial duties were relegated to teachers while more significant tasks were allocated to school committee heads or senior teachers. The senior management of the schools imposed decisions on teachers whilst neglecting the need to allow teachers to generate creative ideas that could advance school improvement (Wadesango, 2010).

Similarly, Samkange (2012) found that top-down management structures in primary schools in Zimbabwe impeded the ability of teachers to lead and make decisions. This restriction occurred

with school-wide teacher decision-making in significant areas such as financial management, school resource allocation and supervision of teachers. However, mundane tasks, such as lesson planning and preparation, organising school functions and extra-curricular activities, were all teacher-driven initiatives. In concert with Wadesango's (2010) findings, Samkange (2012) found that school heads resisted teacher participation in what were considered to be significant areas of school leadership. The areas of finance, supervision and resource allocation were restricted to school heads, and their management styles, which were not of a democratic nature, hindered teacher leadership (Samkange, 2012). These studies therefore found that giving menial duties to teacher leaders has a negative impact on teacher leadership. Without teacher leaders' participation in more significant duties and in mainstream decision-making, teacher leadership is less likely to develop. In my study, I also explored how teacher participation in decision-making developed and what factors influenced it. Furthermore, I was able to explore under what conditions teacher leaders were afforded opportunities to participate in significant, mainstream decision-making.

Hunzicker (2013) led an inquiry in the U.S. into the enactment of teacher leadership, and the factors that promoted such activities. Data was derived from written self-reflections and questionnaire responses from eight teachers who had joined a master's cohort programme. A focus group interview was also conducted, but it turned out to be disappointing, as only half of the teachers participated. What was learnt from this study was that much can go wrong as researchers enter the field, that the research process therefore has to be well thought out, and that multiple methods of data collection are desirable, in case certain data is compromised. My fieldwork for this project encountered hurdles as well. Unlike Hunzicker, I was quite successful in conducting interviews, but was quite unsuccessful in accessing teacher leaders' written self-reflections. I was aware that due to the nature of focus group interviews, there was a possibility that not all participants would arrive. This is because in focus groups, all participants are expected to meet at a specific venue at the same time. I had encountered the same problem as Hunzicker (2013) when I conducted focus group interviews during a project for my master's qualification, so I opted to conduct individual interviews to gather data, owing to the greater reliability of securing individual interviews with participants.

Fairman and Mackenzie (2015) used qualitative case studies to explore the strategies of influence that teacher leaders used in seven Maine schools. The findings suggest that teacher leaders use modelling, coaching and collaboration as influence strategies, and advocate for

change, as well as for school improvement. Additionally, collaboration, trust and collegiality are often absent in schools, but teacher leaders are successful in creating such an environment through teacher leadership. It can be learnt from this study that teacher leadership as a vehicle for change can bring about favourable school environments for leadership. Additionally, even in the absence of leadership-friendly environments, teacher leadership has the potential to survive to a certain extent. My study similarly aimed to use qualitative case studies to gain in-depth, contextually rich data that could shed light on how organisational factors such as collaboration, trust and collegiality were developed in three schools.

Similarly, Struyve et al. (2014) conducted a study with twenty-six teacher leaders who self-evaluated their leadership practices in Flemish primary and secondary schools, using semi-structured interviews. A significant finding was that using the term “teacher leadership” may be counterproductive, as it can create a barrier between teacher leaders and their colleagues, who may become indifferent to teacher leaders owing to their newfound leadership activities. A limitation of this study was the exclusion of formal school leaders’ perspectives of teacher leadership, as it would have provided a “clearer picture because leadership is comprised of mutually reinforcing identities as leaders and followers” (Struyve et al., 2014, p. 227). My study addressed this limitation by involving more actors from the school management team who were closely involved in TLD, resulting in the derivation of multi-perspectival data.

Szeto and Cheng (2017, 2018) explored teacher leaders’ perspectives on their leadership roles and their principals’ facilitation of TLD in Hong Kong schools. Their findings revealed that teacher agency was a significant factor in teacher leaders taking on leadership roles (Szeto & Cheng, 2017). The principals’ supportive behaviours empowered, inspired and allowed teachers to lead, and spurred them to advance in leadership activities across their classrooms, subjects, teams and schools (Szeto & Cheng, 2018). However, only one teacher was able to extend her leadership beyond the school, assisted by the principal’s recognition, praise, support and delegation of duties (Szeto & Cheng, 2018). It can be observed from this study that for TLD to occur, teacher initiatives are necessary. Teachers ought to be proactive and willing to learn to initiate teacher leadership. Positive influencing behaviours from principals and the recognition of teachers as leaders, especially from heads of schools, seem to liberate teacher leaders to extend their leadership capacities beyond that of other teachers. My study took Szeto and Cheng’s (2018) study a step further, and invited a principal, a deputy principal, and two heads of department to voice their understandings of TLD. This facilitated more depth in the

data, as these various individuals had different roles, responsibilities and relationships with the teacher leaders.

Sinha and Hanuscin (2017) conducted a multiple case study of three teachers' leadership development at different stages of their careers, while participating in a professional development programme. The findings suggested that any TLD model should include aspects of leadership identity, practice, and the teacher leaders' views, given that teacher leaders' acknowledgement and acceptance of their leader identity is vital in achieving success in TLD, as opposed to teachers enacting leadership without acceptance of their leader status. Given this, it would aid TLD if the small successes and teacher initiatives are recognised as leadership on the part of teachers. This could nurture the building of teachers' leader identity from the early stages of their careers. As part of their recommendations for further research, Sinha and Hanuscin (2017) noted that their study was not able to explore how teacher leaders and their activities influence their colleagues, learners and communities (Sinha & Hanuscin, 2017). Some light has been shed on this unexplored avenue, as my project was an enquiry into how teacher leadership develops and how teacher leaders influence others in the school and community. Sinha and Hanuscin (2017) focused their study on the teacher leader identity and therefore were not able to explore how leadership is negotiated through interactions with other role-players in the leadership process, an issue this study has addressed.

Allen (2018) assessed a three-year TLD programme called the Teacher Leadership and Compensation (TLC) System in the state of Iowa in the U.S. The findings suggested that the TLC was able to attract and support teachers, and provide leadership opportunities, financial incentives and quality professional development for teacher leaders. But still, like Szeto and Cheng (2017, 2018), the researchers concluded that even in such favourable environments, teacher agency was a vital component that drove teacher initiatives. What surfaced from this study was that if teacher agency is absent, the most viable professional development initiatives could fail. Therefore, in my study I sought to understand what factors within schools and within teacher leaders themselves stimulated teacher agency.

Flores (2018) conducted a mixed-methods study in Portugal, which included surveys, interviews and an assessment of a three-year professional development initiative, funded by a science foundation, in which teacher leaders participated in school-based projects. The aim of the study was to capture teachers' views on leadership and on what factors were perceived as advancing such leadership through school projects. Flores (2018) concluded that teachers were

leaders of not only their students' learning, but of their communities' and their own learning. As teachers led school-based projects in the study, they professionally developed themselves as leaders. My study on TLD differed to some extent from the study conducted by Flores (2018), as I sought to explore how the initial development of leadership occurred when teachers entered the teaching profession, and how leadership further developed naturally through teaching experiences and contexts. Additionally, I captured the voices of management staff, who observed the development of the selected teacher leaders.

Because leadership does not occur in a vacuum, but is influenced by the surrounding organisational factors (Reichard & Johnson, 2011), a study conducted by Turkish researcher, Kilinc (2014) was interesting, as he explored the relationship between teacher leadership and school climate. Kilinc requested 259 primary school teachers who were attending an educational conference to complete questionnaires. The questionnaires sought demographic data from the respondents, and included instruments such as the Teacher Leadership Scale and the Organisational Climate Description Questionnaire, which were used to assess perceptions of teacher leadership and the school climate. The findings concluded that a restrictive and non-directive school climate prevents teacher leaders from assuming leadership activities, whereas a school climate strengthened by systems, structures and policies that direct practices, could provide the necessary direction, support and recognition, and a collaborative platform that would be more conducive to TLD (Kilinc, 2014). Kilinc's (2014) study tells us that teacher leaders are in need of a more controlled environment, where their leadership is guided by policies and practices that offer them job security and an assurance that they are doing the right thing. Kilinc's (2014) study also reflects that teacher leadership is dependent on a certain amount of freedom, yet, within the freedom to lead, some direction is still needed. Therefore, my study is in line with Kilinc (2014), who asserts that "more research is required on the relationships between teacher leadership and other organisational variables" (Kilinc, 2014, p. 1739). Since my study was a study on TLD, it naturally explored the restrictive and enabling organisational factors related to TLD.

Hunzicker (2017) explored the development from teacher to leader in a multiple case study that documented the lived experiences of ten Midwestern teachers who graduated from a STEM (Science, Technology, Engineering and Math) master's programme. Grounded theory research assisted the researcher to generate a model based on the lived experiences of the ten participants from lower, intermediate and high schools. Participants provided self-reflections of about 10–

21 pages in length, self-assessments, and artefacts that demonstrated TLD and growth through the STEM programme. Hunzicker (2017) found that amongst teacher leaders who enacted several leadership activities and those who demonstrated none, all teacher leaders perceived themselves to be leaders in different categories. Some unequivocally recognised themselves as competent and experienced teacher leaders, while others who had the same opportunities believed that they were developing teacher leaders and had much to learn. Situational teacher leaders preferred leading in specific circumstances, such as only with learners and teachers. Interestingly, teacher leaders who did not demonstrate any observable leadership during the STEM programme felt that they played an equally crucial role as teacher leaders in the classroom with their learners. Hunzicker (2017) therefore concludes from this study that development into a teacher leader is simply a stance, a way of thinking which includes the individual's beliefs, attitudes and preferences. As a determining factor in teacher leadership, this stance therefore outweighs the opportunities to lead, since having a strong stance towards TLD may spur TLD, even in the absence of people, cultures, conditions or opportunities for leadership development. This prompted me to explore the thinking behind the leadership actions of teacher leaders, and why teacher leaders lead in the ways they do.

Another TLD programme worth mentioning, that has informed the development of the concept of teacher leadership is the Great Lakes Academy Program, sponsored by the Great Lakes Teacher Leadership Consortium. Carver (2016) invited 89 graduates from one cohort in 2013 from the programme to provide written reflections on how the programme had assisted them in leadership development. Carver (2016) also chose a smaller group of graduates from the same academy who had graduated earlier in 2011, to be interviewed in two in-depth interviews to probe the chosen themes from the reflections. Supplementary data came from informal interviews that Carver (2016) conducted with two founders of the programme, and programme artefacts were reviewed as well. The participants were asked how the programme had influenced their leadership skills, how their learnt leadership activities would influence the community, their future plans as teacher leaders and what it meant to be teacher leaders. The findings suggested that the programme enforced the mind-set that teacher leadership does not need to be only for those who have formal leadership roles, and neither does teacher leadership have to be a choice between either teaching or leading: it could be both. Interestingly, the participants were quite satisfied with and appreciative of being full-time, dedicated, classroom teachers while having opportunities to improve their leadership beyond the classroom, providing evidence that teacher leadership may occur from wherever the teacher is. I therefore

did not seek to explore how leadership skills were influenced by development programmes, but rather explored how the leadership skills of teacher leaders came to be, and how they developed throughout their careers as they responded to the needs of their schools, communities, colleagues and learners.

Poekert et al. (2016) conducted a qualitative, interview-based study in Florida, in the U.S. The researchers invited 49 teachers who were participating in the Florida Master Teacher Initiative (FMTI). The 49 participants represented 114 high-poverty schools. Data was generated through semi-structured telephonic interviews after a year and a half of being part of the FMTI. The purpose of this study was to generate a theory of TLD. The theory posited that TLD involves growth as a teacher, researcher, and leader, and the personal growth of core competencies. A second phase of data was generated through focus group interviews 18 months after the first telephonic interviews, in an attempt to member check and validate the theory. The third phase of data was generated from teachers internationally in England, Ireland, Scotland and Wales to further validate the theory in the international context. Poekert et al. (2016) found that professional development programmes have much potential to generate results in supportive environments, where leaders support and avail themselves to nurture the development of teachers. Therefore, professional development programmes on their own are simply not a panacea for the problems of TLD; several other support structures need to be embedded in developmental programmes, while leader agency is necessary for visible success to be realised.

Huggins, Lesseig and Rhodes (2017) conducted a study on novice mathematics teachers who had participated in a Mathematics Common Core developmental programme, to explore in what ways the programme had influenced and developed the leadership identity of the participants. The findings suggested that early-career teachers were provided with ample opportunities within PLCs in the school and within the Common Core programme as well. Novice teachers not only engaged in constructive conversations about teaching and learning, but supported the learning of their colleagues as well through innovative roles and responsibilities. Therefore, as the preceding discussions have reflected, PLCs provide ample space for dialogue but may support novice teachers more effectively as the new community of teacher faculty they have entered into, and become their means of professional development.

Martin (2018) conducted a mixed-methods doctoral study on 111 high school teacher leaders in Massachusetts in the U.S. Participants were teachers in formal leadership positions, administrators and informal teacher leaders, who completed surveys. Ten interviews about

informal teacher leadership were conducted with teacher leaders as well. Around the core phenomenon of informal teacher leadership, Martin (2018) explored how teacher leaders understood teacher leadership, the impetus behind leading in an informal leadership capacity, and the possible factors hindering and fostering informal leadership. The findings suggested that informal leadership may be enacted by any teacher, and that permissions need not be sought to lead learners or colleagues in a school. Informal leadership provides teacher leaders with a great deal of flexibility, as they are free to lead inside and outside of the classroom. However, for the development of informal teacher leadership, Martin (2018) concluded that teachers need to engage in in-depth learning of what teacher leadership entails, and that such learning ought to spur teacher leaders to recognise that all teachers have the potential to lead, and ought to lead for their own benefit and the benefit of their learners, their colleagues, and the school as a whole. Extracting some direction for my own study from Martin's (2018) study, I sought to understand how informal and formal leaders perceived the informal leadership of PL1 teacher leaders, and the nature of the leadership learning that teacher leaders engaged in to serve their schools, colleagues and learners.

Bradley-Levine and Zainulabdin (2020) explored the lives of three teacher leaders who brought significant change to their schools by developing a peace programme to protect their Black American and Latino learners from bullying and violence. The three teacher leaders in this study showed great potential as change agents who not only brought a culture of peace into their schools but transformed the minds and hearts of teacher colleagues and the parent community towards peace and reconciliation. Interviews were conducted with the three founding teacher leaders, and with five other teachers and two administrators at the school. Data was also derived from 21 hours of observations of the school site to understand the culture of the school, and the researchers observed the events from the Brothers peace programme to understand how the programme worked and influenced people. A significant finding from this study was that the teacher leaders showed a deep sense of empathy for their learners. They were able to see themselves in the shoes of their learners and feel their pain, as a result of the teacher leaders' past negative experiences.

My study explored how empathy demonstrated by the teacher leaders influenced their learners' development, and how the teacher leaders developed into change agents and advocates for social justice. It perhaps would have been an advantage for me to have observed teacher leaders at work in their classrooms to better understand how their learners responded to them and

perceived them. Unfortunately, I was not able to adopt this method because the management of the research and the data would have been overwhelming in addition to the interviews, reflective journals and artefact study that I alone had to administer. Bradley-Levine and Zainulabdin (2020) used snowball sampling to gather the other five teachers, which involved one teacher recommending another teacher as a potential significant participant in the study. I successfully adopted this snowball sampling method for my study as well, and asked the principals of the schools to recommend excellent teacher leaders for the study. Teacher leaders also referred me to their seniors who had aided their leadership development. The snowball sampling method benefited my study, and I, too, was able to explore how teacher leaders brought peace and order to their schools.

Sparks (2020) conducted a qualitative doctoral study to explore how the OKLeadership programme, sponsored by the State Department of Oklahoma, had influenced the teacher leadership practice and development of 12 teacher leaders who had participated in the programme. All the teacher leaders were Math and Science specialists, and differed in terms of age, gender, years of teaching experience, and grades taught. Teacher leaders from rural, urban and suburban schools were purposively chosen, as they represented varying school contexts. Data was derived from interviews and documents. Semi-structured interviews were conducted with 12 teacher leaders and two facilitators of the programme, in which teacher leaders were urged to fully engage with, explain and explore how they administered instructions and found solutions to problems within the programme parameters. Data was also derived from documents that recorded the planning and events related to the programme. The teacher leaders expressed a need for development, but were in need of resources and training that was inquiry-based. The findings also illustrated the success of implementing inquiry-focused instructional practices in the programme, where teacher leaders were not only able to use higher, cognitive-level critical thinking processes to better their own practices, but also transferred such thinking and problem solving to their learners as well. Given this, my study sought to explore if teacher leaders engaged in any inquiry-focused teaching practices at schools, and how they developed without focused programme facilitators and training in specific areas. My study therefore focused more on the organic nature of TLD.

Before concluding this section on global studies, I present two literature review studies that illustrate the most recent developments in TLD, and expose the knowledge gap that I attempted to fill. Warren (2021b) synthesised TLD literature, exploring classroom teacher leadership and

self-leadership and in another study he explored teacher leadership in relation to learner growth, performance and success (Warren, 2021a). He discovered that teacher leaders persist in improving their learners' achievement and, therefore, judge their own leadership efficacy through their learners' achievement. Furthermore, supporting TLD in the classroom increases learner achievement, while a lack of support for TLD decreases learner improvement. Warren also found that teacher leaders have excellent classroom management skills and are able to develop leadership skills without shifting their focus away from learner achievement. However, he concluded that research is scarce on how TLD can enhance student learning. Warren (2021a) found that teacher leadership begins with self-leadership, which is nurtured through self-influence, self-discovery and self-reflection. Through the process of self-influence, leaders inquire about their work in the classroom with learners and assess their performances. The findings illustrated that as teacher leaders constantly self-reflected on their behaviour, attitudes and actions towards life situations and experiences, they nurtured a process of self-discovery, which allowed them to set performance and personal growth standards. So, essentially, TLD is all about teachers "choosing to influence their thinking, feelings and actions intentionally" (Warren, 2021a, p. 1).

Given the value of self-reflection and self-discovery (Warren, 2021a) for leadership development, and since leader self-development forms the underlying theoretical framework for this study (as shown in the discussion of Reichard and Johnson's (2011) model in Chapter 3, section 3.2.1, page 81), I found it valuable to explore factors that influenced leader self-development, and thought it equally beneficial to explore how the school environment may nurture self-reflection and its impact on learner performances (Warren, 2021a). Significantly, my study explored the area of leader self-development and how teacher leaders develop as leaders of learners in a classroom, by using a qualitative approach, where in-depth verbal data enriched the empirical basis of TLD.

2.8 CONCLUSION

As can be observed from the preceding discussion taken from relevant literature, the field of teacher leadership is without a doubt robust and expanding. The scholarship indicates that teacher leadership has been favoured as a more democratic form of leadership in schools than the autocratic leadership of previous times, exercised by only the principal of the school.

Teacher leadership has become a mechanism for a more holistic concept of the leadership of schools, where leadership skills have the potential to be transferred to others, thereby realising the professional leadership development of all school staff faculty. What can be deduced from the above literature review is that both internationally and in South Africa, ground has been covered regarding understandings of teacher leadership, its enactment, the effects of professional development initiatives on the leadership of teachers, and the organisational factors that influence teacher leadership development. However, what does not come through explicitly, is how the development of leadership in teachers comes about. For instance, research points to teacher leadership enactment in Grant's (2006) four zones, but it is important to establish what kind of development occurs in those roles so that others may learn from it.

Professional development initiatives for teachers have temporary benefits (Ghamrawi, 2013), and teacher leadership programmes often do not see completion to realise fruitful outcomes (Wenner & Campbell, 2017). What learning opportunities and conditions could therefore be facilitated to encourage the development of teacher leadership and sustain it in the future? How would such initiatives advance teacher leadership and the school organisation? How do teacher leaders develop through natural, everyday learning processes? These questions have not been answered by the existing studies as thoroughly as one would expect, and therefore it could be concluded that this ground has not been adequately covered in exploring the developmental aspects of teacher leadership and the significant factors that influence such development. Much emphasis has been placed on *where* leadership activities are occurring in schools, yet we are not informed of exactly *how* development occurs in teacher leadership roles. Such research is thin, or is missing altogether. Consequently, my study sought to understand how leadership development occurred in teacher leaders' lives as they responded to the needs of the teaching and learning process, and how other key role-players played their part in such development.

Essentially, this chapter has illuminated the foundations of research into teacher leadership, and has revealed the gap that my study on TLD intended to fill. The following chapter provides a detailed explanation of the research design and methods utilised in conducting my study.

CHAPTER 3

THROUGH THE LOOKING GLASS: THE THEORETICAL LENS

3.1 INTRODUCTION

The preceding chapter tapped into the scholarship on teacher leadership development (TLD). An in-depth review of the relevant literature was presented, which demonstrated a nuanced understanding and rich knowledge of the dynamic process of TLD. In this chapter, I present the three-pronged theoretical framework within which this study is positioned.

To start with, firstly, I adopted the multilevel model of leader self-development proposed by Reichard and Johnson (2011). I chose this model because it comprehensively explains teacher leadership as a dynamic process which involves the teacher leader's self-development and explains how leadership development occurs as a process in the school with other role-players, structures, material resources and processes. Secondly, within the teacher leadership process I had to understand, explain and make sense of the work teacher leaders do, and how development occurs within such roles. To better understand the work that teachers do, I embraced the ten roles of teacher leaders proposed by Harrison and Killion (2007). Finally, I needed to explain the development of teacher leadership at grassroots level — those teachers who were not in formal leadership positions, yet were so successful at leadership, as observed by others. I therefore sought a leadership theory that explained the dynamics of being a leader in an informal sense, without a formal position of leadership and authority. A theory that aligned itself well with this notion was the theory of servant leadership proposed by Robert Greenleaf (Greenleaf, 1977, 1996, 1998).

As advised by Grant and Osanloo (2014), my theoretical framework was identified as soon as I had finalised the topic of my study, as I knew it would have implications for the entire study. Given this, the nature, significance and method of integrating the theoretical framework into my study will be described in this chapter. The discussion begins with a brief understanding of what a theoretical framework actually is, and its significance in this study.

3.2 UNDERSTANDING THE THEORETICAL FRAMEWORK OF THIS STUDY

Researchers are architects of their own work, and the theoretical framework can be understood as “the ‘blueprint’ for the entire dissertation inquiry” (Grant & Osanloo, 2014, p. 13). A theoretical framework is also known as “a structure that guides research by relying on a formal theory ... constructed by using an established, coherent explanation of certain phenomena and relationships” (Eisenhart, 1991, p. 206). A theoretical framework is used in research as a guide and lens that directs the researchers’ quest for data, and assists the researcher to determine how and to what extent the findings support or dispute the theoretical framework (Imenda, 2014). My cohort retreats organised by UKZN in 2019, for the development of doctoral students, taught me that empirical findings either build on existing theories, making them more robust, or point out weaknesses in certain theories. The onus is on the researcher to find this out. Moreover, the theoretical framework is derived from theory-driven studies and is useful when applied to the new knowledge generated from current research studies. Brondizio, Solecki and Leemans (2014) assert that the theoretical framework could comprise a specific theory or theories, or could consist of concepts, constructs, theoretical principles or tenets of a theory.

Grant and Osanloo (2014) assert that when researchers link other research findings from the literature to the theoretical framework they have chosen for their studies, this makes their own study believable, meaningful and more acceptable. The theoretical framework also increases rigour, by strengthening the elements of trustworthiness. Therefore, the theoretical framework for this study comprised the theory of servant leadership, and two models of leadership development and teacher leader roles, which work together coherently to explain the leadership process. Furthermore, the theoretical framework of this study is embedded in the statement of the problem, the purpose and the significance of this study of TLD.

According to the model of leader self-development proposed by Reichard and Johnson (2011), various factors come into play in a leader’s development. From the theoretical framework I chose, I learnt that several constructs — such as organisational factors, group influences from colleagues and management, and teacher leader roles — influence TLD. However, the problem still remains that literature is scarce on how leadership development occurs within the various constructs contained in the model. For instance, how does leadership development occur within interactions between teacher leaders, their colleagues and management? This question justified the need for this study.

I therefore also involved school management staff in this study, and through interviews I sought to understand their influence on teacher leaders, as well as how other external and internal factors play a role in TLD. An in-depth consideration of the theoretical framework informed me of the significant areas that needed exploring. Given this, the research questions stated in Chapter 1 and the theoretical framework in this chapter complemented each other. They guided the review of the literature in the previous chapter, and consequently helped in the analysis of the findings in chapters 5, 6 and 7. The next section is a discussion of the first model of this study, which is Reichard and Johnson's (2011) multilevel model of leader self-development.

3.2.1 The multilevel model of leader self-development

Leader self-development is an efficient organisational strategy that enables leaders to adapt to turbulent, changing environments as they meet the challenging needs of leadership in the modern era. To better understand the concept of leader self-development, Reichard and Johnson (2011) created the theoretical multi-level model of self-development. Through their model, Reichard and Johnson (2011) propose that leadership development-readiness processes should first be organised within organisations at the group level, after which organisations should seek strategies for the self-development of individual leaders in the organisation. Encouraging leader self-development builds the human capital of the organisation by increasing collective leadership capacity, and increasing the social capital of the organisation. Before examining Reichard and Johnson's (2011) model, an understanding of leader self-development is necessary.

To understand leader self-development, one needs to understand the conceptual differences between leader self-development and leadership development. Leader self-development is different from any other type of leader development, as self-development entails the development of leadership skills and abilities when "leaders have *control* over learning" and "the leader determines which developmental activities to engage in, if any at all" (Reichard & Johnson, 2011, p. 35). Any leadership activities and behaviours are purely aimed at enhancing one's own leadership capacities, so the leadership learning is leader-centred, with the leader deciding what should be learnt, why, where, and how it should be learnt. The leader determines his or her own learning needs, and perseveres in order to achieve the expertise to fulfil his or her needs in leadership, as explained by Murphy and Johnson (2011) and Reichard and Johnson

(2011). Boyce, Zaccaro and Wisecarver (2010, p. 7) explain that leader self-development finds the leader “initiating, sustaining, and evaluating growth in their own leadership capacities and in their conceptual frames about the conduct about leadership”.

From this it can be deduced that leader self-development is largely an individualistic endeavour carried out by the leader. It is, to a great extent, self-initiated and leader centred, where the leader controls leadership learning and is not simply obligated to learn skills and knowledge prescribed by the organisation or external bodies. In this mode, leadership development is a process, and does not centre on any one leader or process. It is a dynamic, multifaceted, human development process (Chapter 1, section 1.8, page 13), and includes everything in the organisation, such as all human and material resources, processes, interactions and structures that are geared towards leadership development. These constructs can be seen in Reichard and Johnson’s (2011) leader self-development model, which is presented in Figure 3.1 below.

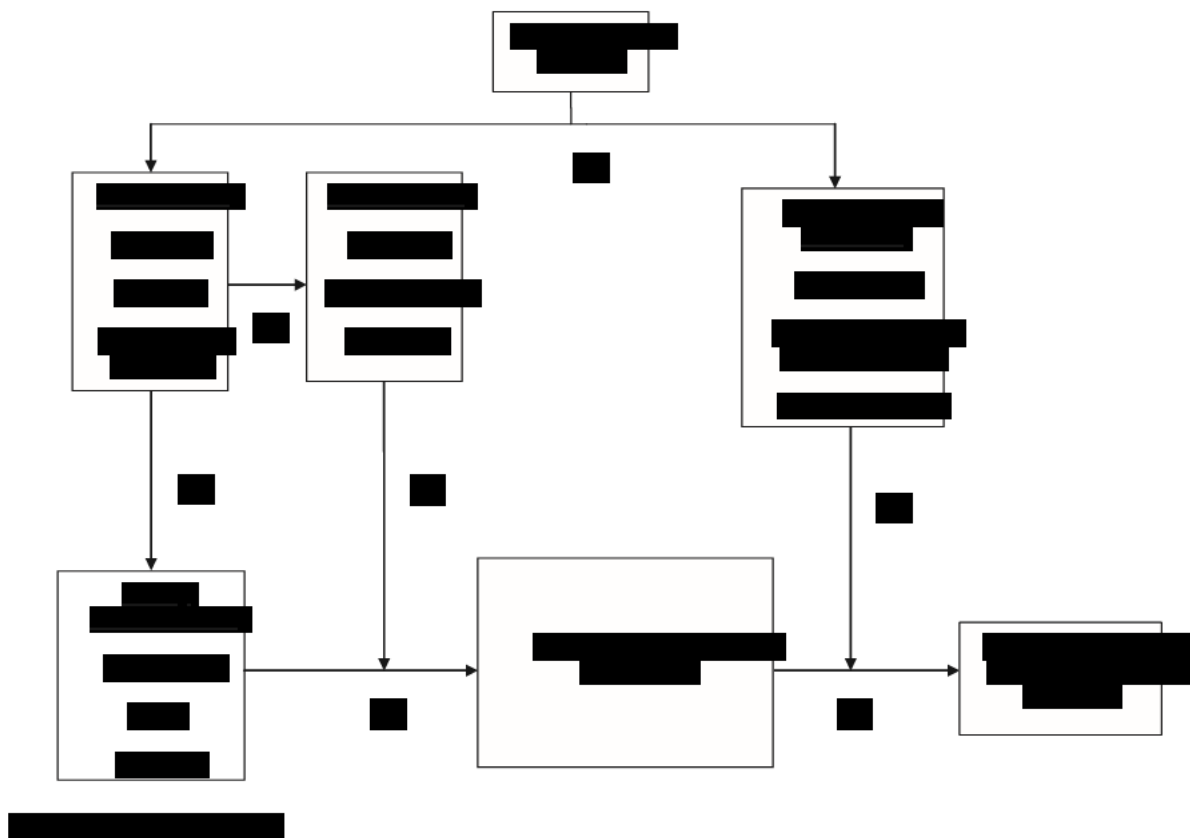


Figure 3.1: Multilevel model of leader self-development (Reichard & Johnson, 2011, p. 34)

This model proposes that teacher leadership does not occur in a vacuum, and that teacher leaders are not islands unto themselves. They and their leadership achievements and activities are part of a larger process in which they are involved with other role-players. Teacher leaders are not able to achieve everything on their own, but do take charge of situations and actions. In providing a lens for understanding the development of teacher leadership, this model provides an understanding of the self-development of teacher leaders, and of their leadership development as a process, as it relates to teacher leaders' internal and external stimuli for development, and organisational and group aspects that influence development. The organisational aspects include the human resources and practices of the organisation itself, whereas the group aspects include norms, supervisor styles, and social networking (Reichard & Johnson, 2011). On an individual leader level, innate characteristics — including abilities, skills and knowledge, and situational factors such as the motivation to develop leadership — all influence individual leader development. The following are seven propositions (P) or influencing factors that the model proposes (Reichard & Johnson, 2011):

- P1: Leader characteristics (e.g., work orientation, mastery orientation, career growth) influence the extent to which leaders become motivated to develop leadership.
- P2: Leader motivation to develop leadership will predict the extent to which leaders participate in self-development behaviours.
- P3: The organisational strategy, including human resource (HR) processes and resource availability, directly impacts and supports leader self-development.
- P4: The HR processes of selection, training and performance appraisals on the organisational level influence the group norms of the organisation, which further influence motivation for leader self-development.
- P5: The HR processes of selection, training, and rewards on appraisals of performances at the organisational level of influence, have a direct, positive impact on leader characteristics. Selecting leaders for self-development and training them in meta-cognitive skills, needs analysis, goal setting, management, and evaluation processes, along with performance appraisals, promote a leader's knowledge, skills and abilities.
- P6: Norms such as learning, responsibility and openness within groups and towards leaders become a motivational support for leaders to develop leadership characteristics.

- P7: The motivation to develop has a stronger, positive impact on self-development behaviour when resources (human and material) support leader self-development.

I believe that this model includes the multi-faceted elements that are part of the leadership process. This theoretical lens can shed light on the perspectives of both teachers and SMT members, as it involves several role-players, as well as organisational, situational and individual factors that are involved in leadership development. The model can assist in understanding the leadership development of teachers, by exploring and understanding to what extent the school organisation, the activities within the school, and the activities of other role-players influence the development of teacher leadership. Therefore, I considered this model to be aptly suited to this study, as it includes several factors that are involved in leadership development, and is not restricted to the development of the leader but considers the organisation as a whole. It therefore serves as a helpful tool in understanding the self-development of teachers and teacher leadership development, as both cannot occur in isolation and leadership occurs within the school organisation and with other players (Day, 2000; Reichard & Johnson, 2011). Next, I move on to elaborate on the roles of teacher leaders.

3.2.2 The ten roles of teacher leaders

Harrison and Killion have explored the roles of teachers as staff developers (Harrison & Killion, 2007) and most recently as school-based coaches (Killion & Harrison, 2017). I selected their model of the ten roles of teacher leaders (Harrison & Killion, 2007), which related specifically to the roles teacher leaders embrace in the development of other teachers, so that they may serve learners as well as possible. The model expands the thinking on how effective teacher leadership roles can be in both formal and informal positions. More importantly, this model illuminates the various strategies that any willing teacher in an informal role (such as the PL1 teachers in this study) can fulfil in nurturing the development of other teachers. Consequently, these roles lead to improved teaching and learning outcomes when the pool of teachers in schools is capacitated, which inevitably results in school improvement. Ghamrawi (2013) points out that while studies have shown that teacher leaders embrace a multitude of roles, the ten roles described by Harrison and Killion (2007) are commonly surfacing ones that have been utilised as a theoretical lens in several studies. These ten roles are: resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor,

learner, data coach, school leader, and catalyst for change. Harrison and Killion's (2007) model of the ten roles of teacher leaders is presented in Figure 3.2 below.

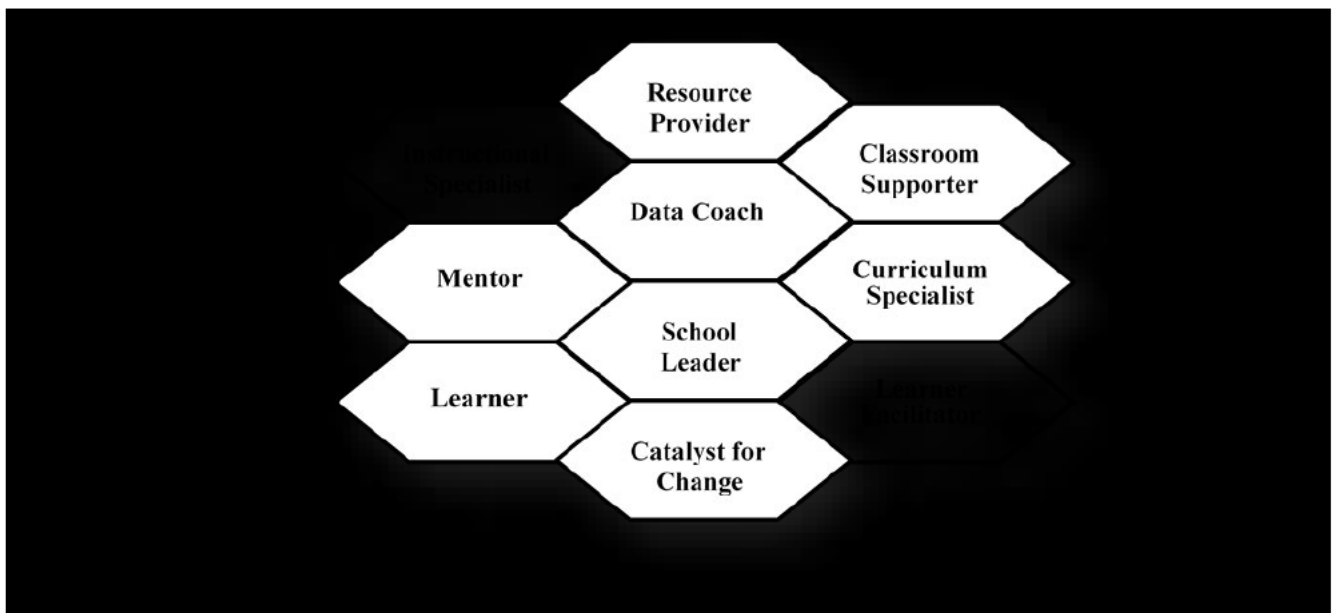


Figure 3.2: Harrison and Killion's (2007) ten roles of teacher leaders, adapted from Ghamrawi (2013, p. 172)

Harrison and Killion (2007) explain that teachers become *resource providers* as they share teaching, instructional, assessment and professional resources such as worksheets, handouts, reading materials, books, or any form of written, audio or visual materials, including lesson plans, tools for assessments and charts that may be displayed on the walls of classrooms. When one teacher shares Internet sites in order for another colleague to access subject content worksheets, the sharing teacher becomes a resource provider and the receiving teacher develops through this role.

As *instructional specialists*, teacher leaders assist their colleagues' development in the use and implementation of teaching strategies. Teacher leaders work as instructional specialists when they assist other teachers in finding better, more innovative methods of instruction, assessment and planning, either individually or in group settings. Instructional specialists carry out research about the most appropriate teaching pedagogies and methodologies that suit the specific context of each school, and not only share these findings with their colleagues but assist and mentor others in implementing these strategies in their schools. As instructional specialists, teacher leaders may invite seasoned teachers from other institutions to share their

best practices, and assess their strengths and weaknesses in teaching, testing and assessments. Another example may be when English teachers sit together to discuss the strategies they use to improve their learners' essay writing skills. In this way teacher leaders in their instructional roles not only develop their own skills but also nurture the development of their colleagues' skills.

Teacher leaders act as *curriculum specialists* when they gain a comprehensive understanding of the curriculum, and its implementation and planning. Curriculum specialists are knowledgeable about what makes up the subject content of the learning area, how the different aspects of the curriculum link together, and how to plan teaching and associated assessment. Teacher leaders in curriculum specialist roles keep other teachers on track in relation to curriculum matters, and ensure that there is agreement on subject standards and that teachers adhere to the set curriculum. In doing so, curriculum specialists assist other teachers in curriculum tracking using “pacing charts, and develop shared assessments” (Harrison & Killion, 2007, p. 1).

Teacher leaders become *classroom supporters* when they work as co-teachers to observe, give feedback and demonstrate lessons to other teachers. They also provide professional opportunities for learning by mentoring, coaching, observing, consulting, advising and guiding novice teachers in the fraternity. Peer consultation results in teachers feeling more confident in dealing with and solving everyday teaching and learning problems (Harrison & Killion, 2007). As classroom supporters, teacher leaders carve time out of regular school activities or negotiate time release with the principals of their schools to develop other teachers in improving their teaching strategies.

Teacher leaders do admirable work in the role of *learner facilitators* as they seek professional learning opportunities for their colleagues. When teachers work together, they prevent teacher isolation and promote collaboration and team learning that focuses on improved learner outcomes. Professional learning becomes relevant to classroom teaching, and teachers are better able to understand how to rectify student learning errors and weaknesses.

Many teachers are familiar with the role of *mentor*. Teacher leaders are mentors to novice teachers, and sometimes to their seasoned colleagues as well. As role models, mentors display professional mannerisms and actions, and assist novice teachers to acclimatise to new school settings while assisting them in understanding “instruction, curriculum, procedure, practices

and politics” (Harrison & Killion, 2007, p. 2). As reported in Chapter 2, section 2.6.1 (page 48) mentorship programmes carried out by teachers are a pivotal part of TLD.

Teacher leaders act as *school leaders* by serving on professional school committees or acting as a department chair for a specific committee. As school leaders, teacher leaders may simply serve on school disciplinary, finance, sports, student council or nutrition committees. Teacher leaders in school leader roles assimilate their vision into the school’s vision, and jointly share the successes and failures of the school holistically. School leaders actively work together with teacher colleagues, principals, school management staff and other schools in the district to “engage students in school improvement” (Harrison & Killion, 2007, p. 3).

As *data coaches*, teacher leaders reflect on and analyse data effectively to improve instruction in the classroom. Teacher leaders initiate discussions with other colleagues, engaging them not only to access the most effective resources to boost the quality of teaching, but to utilise any available assessment data to improve learning, with a focus on learner weaknesses and strengths.

Another very significant role of teacher leaders is as a *catalyst for change* at their schools, where they often challenge current trends and developments as they are constantly in search of more effective strategies in education. As catalysts for change, teacher leaders are visionaries who fight for social justice, equality and equity for their learners and their colleagues, and their assertive voices challenge their colleagues around them to reflect on and question their teaching practices in order to improve them.

Last but not least, teacher leaders play the role of *learner*, where they model ideal, life-long learner behaviour and assist all learners to achieve with the knowledge they have within them. These roles arise while teachers work holistically with learners, management and colleagues at school (Harrison & Killion, 2007).

Harrison and Killion’s (2007) model was quite useful for understanding the focal areas in which teacher leaders have the potential to develop, and how these roles nurtured the development of teacher leadership in the selected teacher leaders in the study. Therefore, it allowed me to understand how teacher leaders work within these roles in the professional development of their colleagues and actively work towards building the social capital of their schools. This is because all of these areas directly affect teaching and learning, and it has been argued in this thesis that teaching entails leadership, and that any teaching devoid of a

leadership element may be deemed ineffective (Forde, 2010). Significantly, during the data generation phase of this study, these teacher leader roles assisted me in engaging with my participants regarding what they did as teacher leaders, and to expand on the theory. The roles guided me in prompting and probing into what the participants did, and to what extent and why they saw these things as important. I also engaged the participants in discussions on the enabling and restricting factors that influenced their work as teacher leaders.

More significantly, Harrison and Killion's (2007) model aligned well with the first research question in this study, which sought to understand the work teacher leaders did. I also found these roles to be aligned to some degree with the seven roles of the educator in the Norms and Standards for Educators (DoE, 1996) in the South African educational policy, where the educator is expected to fulfil the roles of learning mediator; interpreter and designer of learning programmes and materials; leader, administrator and manager; scholar, researcher and lifelong learner; community, citizenship and pastoral role; assessor; and learning area/subject /discipline/phase specialist.

The next section discusses the final prong in the three-pronged theoretical framework, which is servant leadership theory.

3.2.3 Servant leadership theory

In Robert Greenleaf's seminal 1977 work, *Servant leadership*, he explains who a servant leader is, in one of his famous excerpts as follows:

The Servant-Leader is servant first ... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead ... The best test, and difficult to administer is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit, or at least not further be harmed? (Greenleaf, 1977, p. 7)

Greenleaf further describes servant leaders as selfless individuals who go the extra mile to inspire, motivate and assist others to grow in an organisation (Greenleaf, 2007). Servant leaders acknowledge that there is a greater purpose above and beyond one's self-interest (Forde, 2010).

Unlike other leadership styles that aim to promote the organisation, servant leaders primarily aim at serving followers. This person-centred leadership style forges and maintains strong relationships within organisations (Greenleaf, 1977). Servant leaders are provided with a great deal of support from their employers, who see commitment and reliability in such servant leaders (Greenleaf, 2007). Spears (1995), one of the most influential theorists of servant leadership after gaining “extensive knowledge of Greenleaf’s writings” (Van Dierendonck, 2011, p. 1231), formulated ten servant leader characteristics that are generally understood to be the most essential attributes of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualisation, foresight, stewardship, commitment, and building community. Spears’ (1995) characteristics of servant leadership have been adopted to understand the theoretical perspectives of servant leadership in this study, and as a comparative lens to understand the similarities between servant leadership and teacher leadership. These ten characteristics are discussed in the following sections.

3.2.3.1 Listening

Before any other instinct, servant leaders listen reflectively and deeply in response to any problem. Servant leaders show a concerned interest, respect and warmth, as they are aware that listening builds strength in the one being listened to (Sipe & Frick, 2009). Similarly, Crippen and Willows (2011) assert that the Teacher Leadership Exploratory Consortium acknowledges that listening is an effective skill in fostering a collaborative culture for teacher leadership. Teacher leaders have secured peer trust and respect through relationship-building and collaboration (Crippen & Willows, 2019).

3.2.3.2 Empathy

Servant leaders strive to empathise and understand others. Having good intentions for others, they strive to understand the challenges and circumstances of others, and in doing so, trust and confidence are developed (Barbuto & Wheeler, 2006). Empathy has been documented as a characteristic of teacher leaders. An example can be taken from the work of Supovitz (2018), who found that confidence and trust were achieved by teacher leaders through a demonstration

of empathy. Both trust and confidence are a “central part of how teacher leaders lead” (Crippen & Willows, 2019, p. 174).

3.2.3.3 *Healing*

Servant leaders are able to heal themselves and others, as they offer comfort to others who face challenges (Crippen & Willows, 2019). In times of trauma, uncertainty or difficulty, those who are led by servant leaders look up to them for support, guidance and kindness (Spears, 1995). The healing that comes from servant leaders is able to heal both them and their followers, making them experience a sense of “wholeness” (Greenleaf, 2008, p. 37). This can be related to cultures of teacher isolation and teacher collaboration. Teacher isolation reduces teacher growth and professionalism (York-Barr & Duke, 2004), and when teachers create a collaborative culture, and connect with and support those in isolation, they activate healing. Interestingly, Supovitz (2018) finds that encouraging, acknowledging and supporting teachers prevents teacher isolation, as these actions give “attention to relationships and connections” (Crippen & Willows, 2019, p. 174), and are therefore effective forms of healing mechanisms for teacher leaders.

3.2.3.4 *Awareness*

Servant leaders have a broad sense of self-awareness, which enhances leader effectiveness and skilfully allows them to detach themselves from specific contexts and see the bigger picture when several factors are at play (Crippen & Willows, 2019; Spears, 1995). Having “the doors of perception wide open” (Crippen & Willows, 2019, p. 174) results in a condition of alertness in servant leaders, where “able leaders are usually sharply awake and reasonably disturbed” (Greenleaf, 2008, p. 29). York-Barr and Duke (2004) emphasise that teacher leaders’ deep awareness of their relationships with learners, colleagues and the school-parent community, helps them to negotiate effective communication with these stakeholders they work with daily, and the legitimacy of their roles “informs how they operate in their leadership” (Crippen & Willows, 2019, p. 174).

3.2.3.5 *Persuasion*

The servant leader convinces others through the power of influence and persuasion, rather than through coercion, position or authority (Greenleaf, 1998; Spears, 1995). Instead of using force, servant leaders motivate their followers to follow them by providing compelling arguments for why things need to be done (Barbuto & Wheeler, 2007). Linking this to teacher leadership, Supovitz (2018) claims that there are several strategies of influence that teacher leaders may use, including leading by example, leading by encouraging others, leading by collaboration, and leading by earning their followers' trust. The primary driving force of leadership is influence through actions and words (Barbuto & Wheeler, 2007); therefore, teacher leaders, unlike many other leaders, refrain from using "traditional administrative approaches" (Crippen & Willows, 2019, p. 174) that are more forceful in nature. Persuasion becomes a strength for many teacher leaders who lead in informal capacities in their schools, as they do not have any formal authority or positions of power.

3.2.3.6 *Conceptualisation*

Servant leaders are creative and have the ability to look at their situations, problems and organisations "from a wider perspective" (Crippen & Willows, 2019, p. 175). They can think 'out of the box', and can therefore visualise elements beyond the daily realities (Greenleaf, 2003). Servant leaders' conceptualisation skills motivate others to envisage bigger dreams for development (Barbuto & Wheeler, 2007). This characteristic can be seen in teacher leaders as well, when they encourage their teacher colleagues and learners to excel beyond their abilities (Supovitz, 2018). Conceptualisation within the teaching fraternity is common, as York-Barr and Duke (2004) observe that teachers are highly knowledgeable about any organisational turbulence, changes and challenges that are occurring or may occur in the future. Teachers are well placed to find contingency strategies to deal with current and future challenges, as they understand the contextual circumstances of the school community and the learners within it.

3.2.3.7 *Foresight*

Servant leaders have foresight, as they are able to use the data and information presently available to them and predict what could happen in the future (Greenleaf, 1998; Spears, 1995). Their imaginations have no bounds, and therefore they are able to imagine what could be possible in the present, and what could happen in the future, and take the necessary steps to serve their purposes (Sipe & Frick, 2009). The central element of leadership is having foresight, which entails being in sync with the past, present and future, and being able to anticipate how these three dimensions may inform each other. Harrison and Killion (2007) assert that as data coaches, instructional leaders and school leaders, teacher leaders are able to envision the impact of assessment, policy and any decisions made by districts and the state on teachers and learners. This attribute of foresight strengthens teacher leaders' role as catalysts for change, which, as evidence shows, is linked to school improvement, since teachers are able to assess present data and predict future consequences (Wenner & Campbell, 2017).

3.2.3.8 *Stewardship*

Servant leaders care about their service to their organisations and, consequently, value their role as stewards in their organisation. Upholding the respect and honour of their institutions, servant leaders strive to do good for their institutions and its people so that society benefits (Barbuto & Wheeler, 2007). Similarly, teachers are also dedicated to the teaching profession. As faithful stewards of the teaching profession, they always strive to achieve the best for their organisation and its people, so that society benefits from this. This is in line with Furtado and Anderson's (2012) assertion (discussed in Chapter 2, section 2.5, page 44), in relation to understanding how TLD occurs, that the drive to be the most dedicated steward and teacher encourages teacher leadership development to a great extent. Teacher leaders are always striving to make every learner a good citizen of society through moral education and through community-based professional initiatives. Displaying respectful mannerisms and professionalism further enhances teachers' stewardship of the teaching profession (Wenner & Campbell, 2017).

3.2.3.9 *Commitment to growth*

Servant leaders are committed to the growth of others more than themselves. The primary aim of servant leadership is to develop and grow the ones they serve, and build their confidence, capability and strength (Greenleaf, 2003; Spears, 1995). This links directly to the aims of teacher leadership, which are embedded within a commitment to the growth of learners and other teachers (Grant, 2012). Teacher leaders display their commitment to the growth of others through platforms such as PLCs (discussed in Chapter 2, section 2.6.4, page 62) and through interactive processes such as collaboration, team-teaching, coaching, mentoring and mediation, to name just a few (Wenner & Campbell, 2017).

3.2.3.10 *Community building*

Servant leaders are always striving to nurture and strengthen relationships within and beyond the communities they are part of. While being based in their organisations, servant leaders often reach out to the community in community-building efforts (Greenleaf, 2003). Similarly, teacher leaders show a commitment to community building through collaboratively leading professional learning initiatives across schools, districts and communities (Teacher Leadership Exploratory Consortium, 2011). Teacher leaders establish vast social networks across teacher communities and districts through their teacher agency, which effectively develops collaboration and leadership skills (Acker-Hocevar & Touchton, 1999). Andrews and Crowther (2002) state that these organisation and community-wide processes effectively nurture learning communities, thus developing teacher leadership further.

Given the above understandings of servant leadership and its alignment with teacher leadership, I was motivated to use servant leadership as a theory to understand the leadership development of PL1s. Devoid of any formal leadership titles, PL1 teachers continue to exert a great deal of effort in leadership activities, solely for the betterment of their colleagues and the school as a whole (Katzenmeyer & Moller, 2011). Reichard and Johnson's (2011) model explains the process of leadership development, and Harrison and Killion's (2007) ten roles of teacher leaders describe what teacher leaders do. Servant leadership comes to the rescue by providing some degree of understanding of how teacher leadership develops. Teacher leaders need to be able to listen, empathise, heal, be aware and persuade. They also ought to be able to conceptualise situations and have a sense of foresight. As teachers build on their listening and

empathy skills, they become healing agents to their schools and colleagues. Their awareness and conceptualisations of current and future situations, and their persuasive techniques become refined through years of nurturing their development. Furthermore, it is through stewardship that the leadership of teachers develops, which enables them to build learner, parent and teacher communities through their undying commitment.

Yet another reason for including servant leadership theory in my study to inform my research questions, data generation and presentation of findings is explained by Van Dierendonck (2011). Van Dierendonck (2011) argues that Greenleaf's definition of servant leadership has not received adequate empirical validation, and that the operationalisation of servant leadership is largely confused due to the myriad definitions offered by various researchers — such as Laub (1999), Russell and Stone (2002) and Spears (1995) — who carried the work of Greenleaf forward. Another area of concern that warrants more empirical validation for servant leadership theory is that the written work on this theory has largely been prescriptive, explaining what it ought to be, and not descriptive, deeply explaining what servant leadership is in current practice (Noland & Richards, 2015; Van Dierendonck, 2011). My study is an attempt to concretise servant leadership theory with some empirical descriptions that may explain the manner in which servant leadership is operationalised in school settings.

3.3 CONCLUSION

The above discussion has described the different elements of the theoretical framework I used in this study. Collating these theories provided a theoretical overview of this study as a whole, and produced a tool for navigating through the study, which guided me to areas that needed exploring. The eclectic nature of this three-pronged theoretical framework supports the notion that TLD does not occur in a vacuum. Harrison and Killion's (2007) model helped to illuminate the 'what' query of this study, and allowed me to discuss the roles within which TLD ought to occur. Furthermore, TLD is influenced by several diverse factors that have a bearing on the extent to which leadership develops, as elaborated by Reichard and Johnson's (2011) multilevel model of leader self-development, which assisted in answering the 'what and where' of teacher leadership development. Lastly, Greenleaf's (1977) servant leadership theory provided a lens for the 'how' of leadership development, by explaining certain actions and processes that nurture development.

The theoretical framework of this study therefore attempted to guide this study towards some level of rigour and validity, as it provided a foundation for understanding the dynamics of TLD. The elements of rigour and validity are discussed in more detail in the following chapter, which describes the research design and methodology.

CHAPTER 4

BLUEPRINT AND AUDIT TRAIL OF DESIGN AND METHODOLOGY

4.1 INTRODUCTION

In Chapter 3, the theoretical framework underpinning this study was discussed. This chapter provides an audit trail of the research design and methodologies utilised in this study. To orient the reader towards the aim of this study, the primary research question and secondary questions are foregrounded. This is followed by a declaration of the paradigm of this study, and a discussion of the ontological, epistemological and methodological assumptions underpinning the paradigm. The data generation and analysis procedures are then explained, and the rationale for using each method discussed. A consideration of the trustworthiness and ethics of the study concludes this chapter.

The primary research question that underpinned this study was:

- How does teacher leadership develop?

The secondary research questions emanating from this primary critical question were:

1. What are teacher leaders' and selected school management team members' understandings of what teacher leaders do?
2. How do teacher leaders and selected school management team members explain the development of teacher leadership?
3. What can be learnt from teacher leaders and selected school management team members about how other teachers can become teacher leaders?

4.2 THE INTERPRETIVIST PARADIGM

In the 1960s, Thomas Kuhn pioneered the discussion of paradigms, describing them as established protocols and patterns that are followed when conducting research (Wray, 2011). As researchers, our philosophical dispositions shape how we see the world and, subsequently, our thinking on how to conduct research. A paradigm could therefore be considered a lens

through which we view the world. A paradigm may be understood as a framework as well, representing a specific worldview that dictates the conventions of research and how it ought to be conducted (Bertram & Christensen, 2014). The researcher's philosophical assumptions of various concepts, practices and values become the determining factors for what needs to be explored and how to go about it. Simply put, these fundamentals constitute what is known as the research paradigm (Babbie, 2020).

A paradigm can therefore be viewed as a lens, a "worldview" or a "general philosophical orientation of the world" (Creswell, 2012, p. 35). Similarly, a paradigm becomes a "perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices" (Johnson & Christensen, 2017, p. 31). As a framework, paradigms assist researchers in observing and understanding what we visualise and how we comprehend reality (Babbie, 2020). Research experts recognise that societies have various philosophical orientations regarding the world and research, and as such, they classify several paradigms, many of which overlap. The scope of this report does not allow for a discussion of all of these paradigms; however, there is a need to understand why I chose a specific paradigm over others. For this reason, I wish to briefly discuss some prominent paradigms that apply to the human sciences: the positivist and post-positivist paradigms; the transformative/critical paradigm; the pragmatic paradigm; and the constructivist/interpretivist paradigms.

The positivist paradigm, or positivism, is a quantitative approach to research that embraces objectivity, where findings are based on the cause and effect of controlled variables (Creswell, 2014). Positivists therefore aim to predict and control reality. The post-positivist paradigm evolved from the positivist paradigm, and adopts the perspective that not everything is completely knowable (Krauss, 2005). It is concerned with the subjectivity of reality, and moves away from the purely objective stance adopted by the logical positivists (Ryan, 2006). A different perspective is adopted within the realm of the transformative or critical paradigm, which sees reality as moulded by socio-cultural, political and economic dynamics that give way to unequal power struggles (Creswell, 2014).

Transformative/critical researchers criticise such inequality and fight for equality, fairness and the transformation of society. The pragmatic paradigm may embrace one or more philosophical systems, as pragmatists rely on the truth that works at the time, while refuting other truths. Similarly, constructivists/interpretivists may acknowledge multiple philosophical systems, as they wish to understand the social worlds of people and acknowledge that people's

interpretations may vary. However, they view these interpretations as equally valid. Placing these paradigmatic stances together by no means suggests that they are the same, but merely shows that they are similar paradigms. They both recognise that knowledge may come in multiple forms and interpretations, or rather that there are multifaceted understandings of multiple worlds. However, constructivists are concerned with meaning construction and interpretivists focus on the meanings people assign to their real-life worlds (Cohen, Manion & Morrison, 2011, 2018; Creswell, 2014; Neuman, 2011). This brings the discussion to the choice of paradigm for the current study.

Based on the purpose of this study, which was to learn about TLD from effective teacher leaders and SMT members, I chose to locate this study within the interpretivist paradigm. This is because the interpretivist paradigm concerns itself with the subjective meaning-making of human experiences, and focuses on the meaning people assign to their real-life worlds. It recognises the definitions and meanings people derive from understanding their situations (Bailey, 2007; Cohen et al., 2011; Henning, Van Rensburgh & Smith, 2005). As documented by Neuman (2011, p. 102), the interpretivist paradigm is concerned with:

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

What follows from the above is that interpretivists believe and recognise that human interaction produces meaning-making. This proposition resonated with my ontological assumption that every person interprets his or her world through their subjective, personal and cultural belief systems. The aim of this project was to explore how teachers and SMT members made meaning of and understood TLD. Hence, the choice of the interpretivist paradigm determined the methodology for this study. This included how the research questions were framed, and how I generated, analysed and interpreted the qualitative data (Cohen et al., 2018). In the following section I therefore discuss the interpretivist paradigm in more detail, as well as the ontological, epistemological and methodological assumptions of interpretivism that underpinned this study.

4.2.1 Theoretical underpinnings of the interpretivist paradigm

This study was deliberately located within the interpretivist paradigm for the reason that interpretivism rejects objectivity and embraces the subjective truths that arise from the unique, socially constructed realities of individuals (Cohen et al., 2011, 2018). Through an interpretivist paradigmatic lens, my insights were guided as I attempted to comprehend the subjective meanings that lay behind participants' social actions in the natural settings of their schools (Terre Blanche, Kelly & Durrheim, 2006). The interpretivist paradigm finds expression from the theoretical underpinning of social constructivism, which likewise acknowledges that through the socialisation process, people are able to construct multiple interpretations of how they see realities. These realities are acknowledged as truths that expand bodies of new knowledge (Lincoln & Guba, 2013).

The core objective of studies underpinned by the interpretivist paradigm is not to simply seek understanding but rather to achieve *Verstehen* (Hennink, Hutter & Bailey, 2011). *Verstehen* is a foundational component of qualitative, interpretivist studies, and in research terms refers to “understanding the issues from the interpretive framework of the study population, or from the ‘insider’s’ perspective” (Hennink et al., p. 18). The ‘emic’ perspective refers to the viewpoints of the insider, who is inside or surrounded by the phenomenon. This concept is associated with *Verstehen*, as the emic perspective refers to the cultural meanings that participants or insiders give to their understandings of the world. By contrast, etic perspectives refer to the researcher’s own viewpoints, beliefs and opinions (Hennink et al., 2011). In a discussion on the emic and etic perspective, Johnson and Christensen (2017, p. 306) elucidate the following:

Inside-outside legitimation is the extent to which the researcher accurately understands, uses, and presents the participants’ subjective insider or “native” views (also called the “emic” viewpoint) and the researcher’s objective outsider view (also called the “etic” viewpoint). The idea is to enter fully the worlds of the participants and the world of the “objective” researcher, to move back and forth between these viewpoints and to produce a viewpoint that is based on both of these carefully developed emic and etic perspectives. Understanding the phenomenon from both of these perspectives is important in producing fully informed descriptions and explanations.

It follows from the above excerpt that achieving *Verstehen* and a fair balance between emic and etic perspectives had deep implications for my researcher role in this study. More

significantly, Leigh (2013), Merriam (2002) and Guba and Lincoln (1994) assert that as a qualitative researcher, I play a significant role as a qualitative research instrument, and my actions may be instrumental in realising the level of effectiveness of the study. Achieving a high level of emic interpretivist validity in this study required me to transport my researcher self into the heads and beneath the skins of my research participants, to perceive, feel and understand their worlds exactly as they saw them, and then successfully report this through their interpretations (Johnson & Christensen, 2017). I therefore dedicated myself to generating contextually rich data to the best of my ability from the four teacher leaders and SMT members.

During the course of this data generation journey, I encountered problems with accessing documents from the participants in order to analyse them (a discussion of these challenges follows in this chapter), but I did not leave it at that. I attempted to extract verbally, during the interviews, the information I had hoped to extract from the documents. I therefore unveiled the complexities related to the development of teacher leadership and described them as the participants had witnessed them, capturing the participants' emic, true views, beliefs and attitudes as far as possible (Johnson & Christensen, 2017). This was not an easy task, as I had to be totally immersed in the study from beginning to end, and I acknowledged that my "biases, motivations, interests or perspectives" (Lincoln & Guba, 1985, p. 290) may in some respects influence the study. To work around this predicament, I pinpoint my perspectives and ontological and epistemological position in section 4.2.2 of this chapter (page 102), and made them transparent throughout the study (Lincoln & Guba, 1985).

I posed open-ended questions to the participants, so that they were unrestricted in their responses, and I refrained from asking leading questions. While reporting the findings, I scrutinised my etic interpretation of what the participants had divulged, ensuring that my subjectivity did not change the emic meanings the participants had attached to it. I delved deeply into the participants' inner thoughts through prompting and probing, in an effort to extract contextually relevant reflections of how teacher leadership developed (Rule & John, 2011). I constantly reminded myself to be non-judgemental, and to be more sensitive to the participants' responses. I asked the participants to confirm their responses by allowing them to read over the transcripts, and did not tamper with or attempt to construe their subjective responses (Cohen et al., 2011, 2018; Creswell, 2012; 2014; McMillan & Schumacher, 2014). Therefore, embracing the interpretivist paradigm not only gave way to knowledge beyond the

positivist paradigm (Rubin & Babbie, 2010), but also to new understandings that built on existing philosophies (Lincoln & Guba, 1985).

4.2.2 Ontological and epistemological assumptions of interpretivism

Ontology concerns itself with the nature of reality (Guba & Lincoln, 1994) and may be understood as the art of knowing (Babbie, 2020). In establishing my ontological bent, I had to reflect on what my perception of reality was — whether it was something given or created, objective or subjective, and to what extent (Cohen et al., 2018; Johnson & Christensen, 2017). I concluded that our realities are subjectively constructed by us, as we observe and experience our worlds. I therefore subscribed to the ontological underpinning of the interpretivist paradigm, which, as asserted by Lincoln and Guba (1985), is steeped in relativism, which sees reality as being relative to every individual, rather than simply existing, independent of human interaction (Mutch, 2005). Reality in relativism is subjective and dynamic, changing from one individual to another as they construct and co-construct their realities through meaningful interactions (Lincoln & Guba, 1985).

Epistemology is concerned with the relationship between the “knower” (the research participant) and the “would-be knower” (myself as the researcher) (Ponterotto, 2005, p. 131), and knowledge construction is subjective. Epistemology can be understood as the art of finding out (Babbie, 2020). Individuals use their consciousness and senses to construct knowledge through interaction with others and the environment. To achieve a meaningful knowledge of reality, there is a need for close, dynamic interactions between the participant and I, and ‘truth’ is a consensus reached by us as co-constructors who socially interact with both humans and the world (Guba & Lincoln, 1994).

Following these ontological and epistemological foundations, the interpretivist paradigm allowed me to acknowledge the socially constructed, subjective understandings that the teachers and members of the SMT brought to this research, and I acknowledged these understandings as truths and realities that added to new knowledge foundations of the phenomenon of TLD (Cohen et al., 2018). Refuting objectivity, the interpretivist ontology embraced the multiple interpretations offered by the various participants in the study of how teacher leadership developed. I therefore aimed to explore the participants’ experiences and the multiple realities they attached to their lived experiences of being directly or indirectly part of

TLD. My task as an interpretivist researcher, was to extract contextually rich descriptions of TLD from different role-players, because social constructions of leadership development were best constituted in the school settings that the participants were in. Such descriptions therefore produced a deep interpretivist analysis of the social phenomenon of TLD (Neuman, 2011).

The interpretivist paradigm never predicts what could happen, and therefore I had no knowledge of what data would surface. I entered the field excitedly and with a burning curiosity, eager to learn what each participant would bring to fore in terms of his or her unique comprehension of how TLD occurs, and contemplating what social, economic, cultural and contextual factors would have influenced their comprehensions. I was aware that I had to give equal importance to each participant's unique contribution, and to realise this, I presented their perspectives through multiple verbatim quotes. These highlighted their diverse, emic perspectives.

Epistemologically, I understood that my relationship with my participants and what could be known from the research was an interactive one, and that knowledge was socially constructed through our interactions and interpretations (Bailey, 2007). I took cognisance of the fact that social contexts and power relations have been found to influence participants, especially during interviews. However, I did not encounter much of a problem in this regard, as I was also a PL1 teacher, just like the teacher participants in my study. This being the case, I still managed to develop close relationships with the participants through casual visits and courtesy phone calls well before the interviews.

At first, I felt as if the teacher participants were a bit overwhelmed at being chosen as teachers who had exhibited effective leadership activities and development at their institutions. The participants were initially slightly intimidated at being part of a doctoral study, as a doctoral qualification was several notches higher than what they had achieved in their teaching careers. It was as if they did not feel that this study could have benefited from their stories. This troubled me initially, as I did not want this perception to influence their responses negatively, and I therefore explained to them the significance of their experiences, how they are considered to be valuable knowledge in educational research, and how they could provide insight for teachers, schools, policy-makers and the research fraternity itself. After I had shown interest in their achievements, they slowly warmed up to me, and understood that I was actually very much like them and understood the duty load and circumstances of PL1 teachers. They came to feel that they could relate to me, and I understood that their heavy workloads, the context of

their schools, their colleagues, and several years of teaching experience may influence their responses and how they made sense and meaning of TLD.

The interpretivist paradigm influenced the methodology of this study. Qualitative, naturalistic methods, such as interviews, constructing case studies, document reviews and artefact analysis, were used, as such methods are commonly used in exploratory, interpretivist studies (Tuli, 2010). Honouring these ontological, epistemological and methodological assumptions, I interviewed my participants to gain additional, rich data from other data sources. I was able to view and report the findings of this research from the perspective of the participants, who constructed multiple, subjective and sometimes conflicting meanings of TLD, through their socialising processes and experiences. Therefore, the interpretivist ontology and epistemology recognised and allowed for value to be derived from the participants' subjective inputs, and consequently added richness to this case study of TLD.

4.3 THEORETICAL UNDERPINNINGS OF QUALITATIVE RESEARCH

The three broad approaches to research are the quantitative, qualitative and mixed-methods approaches, and I chose to use a qualitative approach to conduct this study, owing to the nature of the study. The reasons for choosing a qualitative rather than a quantitative methodological route are discussed below.

Quantitative research is characterised by seeking statements and objective facts in the form of numerical data. A quantitative/positivist researcher conducts research with the aim of predicting and generalising universal findings from a controlled environment (Rule & John, 2011). I believed that the outcomes of this study could never be realised through quantitative means, as subjective, in-depth verbal data, generated through prompting and probing to achieve a depth of understanding, was essential for understanding how teacher leadership developed. Moreover, the participants could only freely express themselves in an uncontrolled environment. These requirements resonated with the qualitative rather than the quantitative approach. Qualitative research is therefore not conducted in controlled environments, as is in quantitative studies, but moves to the outside world to get a picture of it from the inside by analysing participants' experiences, interactions and documents (Brinkman & Kvale, 2018). This qualitative research study concerned itself with understanding particular individuals involved in the teacher leadership process, in schools that were characterised by effective

leadership and where TLD had occurred, with the aim of discovering new knowledge and using it to generate theory (Johnson & Christensen, 2017).

Qualitative research, being a credible, theoretical enterprise, focuses on people's social practices and experiences, and complements quantitative studies by detailing in-depth how social phenomena play out in real life (Silverman, 2016). A qualitative approach gave the participants and I the freedom to delve deeply into the data generation, where meanings, actions, and observable and non-observable phenomena were explored, understood and analysed (Cohen et al., 2018). Data was effectively generated through verbal, textual and visual images, and was utilised to unravel the complexities of real-life phenomena. As the phenomenon being explored in this study was TLD, I believed that a detailed examination of this phenomenon would have best been realised through verbal accounts of the lived experiences of teacher leaders and members of SMTs who were part of the process of TLD, in contextually rich settings. Given this, the qualitative research approach was deemed aptly suited to the circumstances of this study (McMillan & Schumacher, 2010).

The contextual underpinning of this qualitative research project was that it was conducted in the uncontrolled, untainted, naturalistic setting where the phenomenon occurred, and not in controlled, scientific, laboratory settings, as in the quantitative tradition (Johnson & Christensen, 2017). In this qualitative study I sought to understand the various pathways of how teachers and members of SMTs constructed knowledge of the TLD that occurred in their worlds, and how such role-players interpreted and attached meanings to their experiences in school settings that had been identified as having strong leadership. The essential strongpoint of qualitative research is its ability to utilise such "naturally occurring data" (Silverman, 2016, p. 17) without researcher intervention.

Moreover, the qualitative methodology is enriched by various empirical data generation methods and instruments that complement each other. These may include interviews, observations, document analysis and artefacts (Cohen et al., 2011). I chose these to generate further in-depth data from this inquiry. In qualitative research, data is primarily verbal or textual, but may take the form of images as well. This study was dominated by verbal and textual data, but did to a smaller degree include visual images and objects in the form of artefacts. This methodological stance is very useful in qualitative studies that wish to ascertain what, why and how things happen (Creswell, 2014). As a qualitative researcher I approached the field with an awareness that the world is a stage populated by players with a variety of

beliefs, behaviours, and assumptions, and that it is only through thorough exploration of such diverse dispositions and attitudes that new knowledge can be founded (Maree, 2010). The qualitative approach not only offered participants a chance to convey their actions freely, but also accentuated the interpretivist and contextual nature of the study (Cohen et al., 2011). Not knowing what to expect, as is the tradition of qualitative research, I was pleasantly surprised when the participants' dense descriptions of teacher leadership practices spurred me to evaluate and improve my own teaching and leadership practices. I found myself becoming more agentic in my teaching duties, and I started embracing more innovative ways to do things. Bloor (2016) asserts that this is the strong point of qualitative research, where the knowledge gained influences practitioners and helps solve social problems.

However, qualitative research has also been critiqued as being unscientific (Denzin & Lincoln, 2011). Traditionally, a great deal of tension has existed between the proponents and opponents of qualitative research, with doubts regarding validity and reliability dominating the debate. Opponents of qualitative research question its ability to provide valid, reliable research, while proponents of qualitative research argue that innovative, credible methodologies are able to address issues of trustworthiness in qualitative studies (Denzin & Lincoln, 2011; Nieuwenhuis, 2010). It was these methodologies, which are viewed as credible, that I used to analyse the trustworthiness of this study, as discussed in section 4.8 (page 129).

The following sections describe the nature of the study's research design.

4.4 THE RESEARCH DESIGN

4.4.1 Understanding the research design

In keeping with the definition offered by McMillan and Schumacher (2014), I understood the research design for this study to be the techniques used for conducting the research which allowed me to plan the research and decide under what conditions, when and from where the data would be elicited. The research design was informed by the purpose, context and paradigm of this study (Bailey, Jakicic & Spiller, 2014), and was therefore similar to a road map that allowed me to navigate my way to my destination (Bertram & Christensen, 2014). In addition, it served as a reminder of the instructions and guidelines that ought to be adhered to in conducting research (Babbie & Mouton, 2005). The research design therefore detailed the

research procedure to be followed in the data generation and analysis (Terre Blanche, Durrheim & Painter, 2006). The purpose of this study determined the methodology and research design, which were therefore determined by their “fitness for purpose” (Cohen et al., 2011, p. 115) in relation to the research questions. In attempting to achieve maximum validation of the study, the research design was a tactical tool that allowed me to predict the most effective research decisions that needed to be made for the success of a study of this nature (Mouton, 1996). In light of the above definitions, and further guided by Cohen et al. (2011), Creswell (2012) and Yin (2009), I used the research design as an instructional, tactical tool that guided and strategically mapped out my research journey and associated activities, so that I could achieve the best possible results. The research design was informed by my research topic — *Exploring the development of teacher leadership: Learning from South African teachers and members of School Management Teams* — and by the in-depth nature of the data and data sources that would most effectively yield the richest results (McMillan & Schumacher, 2014). Given this, I was motivated to adopting a qualitative case study design embedded within an interpretivist paradigm (Creswell, 2014).

Methodology concerns itself with the nature of the research and its associated features, and may be understood as a “coherent group of methods that complement one another” and have the ability “to deliver data and findings that will reflect the research question and suit the research purpose” (Henning et al., 2005, p. 36). Methods, on the other hand, in this study were the various educational research approaches that were used to gather data with the intention of making “inference and interpretation, for explanation and prediction” (Cohen et al., 2011, p. 47). Simply put, methods are specific means of executing the stages in research (Mouton, 1996). Scholars advise that the research methods have to be made explicit, and that researchers ought to describe all research methods and procedures comprehensively so that other researchers would be able to trace and reproduce the research process in future (Leedy & Ormrod, 2005). This chapter itself is an attempt to leave such an audit trail for other researchers to follow, if they so wish. A method may be understood as a technique (Harding, 1987) as well, even though techniques are also understood as the skill and expertise for performing tasks while a method is understood as a mode or a way. Methods are believed to be synonymous with research approaches, and the research approach and procedure are guided by the ontological and epistemological philosophical assumptions of the study (Cohen et al., 2018).

As mentioned above, my choice of research design was informed by my research topic, which was to explore how teachers and members of the SMT understood the development of teacher leadership. The nature of this research inquiry therefore called for extensive, in-depth, verbal data from suitable participants located in their natural settings where the development of teacher leadership was occurring. For these aims to be achieved, I opted for a qualitative, case study design, as it aptly suited this study (Creswell, 2014; Merriam, 1998).

4.4.2 A multiple case study design

Many qualitative studies are based on case studies or multiple case studies (Brinkman & Kvale, 2018). Similarly, this interpretivist, qualitative study employed a multiple case study design, as case studies are suited to exploring ‘how’ and ‘why’ research queries (Merriam, 2009). In this section, I describe the case study approach and its significance for this study, and note the advantages of multiple case studies.

A case study is “an empirical inquiry that investigates a contemporary phenomenon in-depth and within a real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (Yin, 2009, p.18). Case studies also describe and explain phenomena through systematic inquiry (Nieuwenhuis, 2010). In these case studies, abstract theories and principles were not presented; rather, as a case study researcher, I presented real-life situations experienced by real people in order for the reader to understand their subjective experiences and how they inform our understanding of certain concepts. This case study also captured events and phenomena as they unfolded, thereby focusing on the dynamics of occurrences (Cohen et al., 2011).

Yazan (2015) asserts that case study experts, such as Stake and Merriam, conform to the idea that in a case study there are multiple layers of knowledge construction and interpretation. Simply put, he posits that the case study report embodies the interpretations of the participant and interpretations emanating from the researcher’s interactions with others. While documenting a specific event or situation, case studies may be exploratory, explanatory or descriptive (Rule & John, 2011; Yin, 2018).

My decision to use a case study design was motivated by the four dimensions of research design proposed by Durrheim and Wassenaar (2004): the purpose of this study, the theoretical

paradigm, the research context, and data generation and analysis techniques. The case study methodology aligned well with the purpose and intention of the study — the exploration of the phenomenon of TLD that was occurring in schools — and this dynamic phenomenon and the questions it posed, formed the basis of my rationale for choosing a case study design (Merriam, 1998). Although it is difficult to generalise from case studies, what attracted me was the capacity of a case study to reflect the unique complexities of each teacher and their particular contexts (Babbie & Mouton, 2005).

I opted for an exploratory case study design as it allowed me to probe far deeper into ‘what’, ‘how’ and ‘why’ TLD occurs. Exploring further using deep, reflective descriptions, I was able to unravel organisational, cultural, and social factors, as well as interactions, actions and attitudes that had significant implications for the development of teacher leadership. I subscribed to Rule and John’s (2011) contention that all case studies indeed have some descriptive element. Defining case boundaries is significant in understanding case study research, because a case study is a close examination and analysis of a system that is bounded (Merriam, 1998). Nieuwenhuis (2010, p.75) states that “... case studies offer multi-perspective analysis in which the researcher considers not just the voice and perspective of one or two participants in a situation, but also the views of other relevant groups of actors and the interaction between them”. I was able to take advantage of this aspect in my study by bringing to the fore the voices of four PL1 teacher leaders, two heads of department, one principal and a deputy principal, all of whom played varying roles in TLD.

Given this, my study was a multiple case study involving four teacher leaders in three schools and in each of the schools, the case was of teacher leadership development of the teacher leaders concerned within that school. Multiple perspectives were derived from teacher leaders and their supervisors over a period of six months. The three school sites were unique cases and bounded systems (Merriam, 2009), where four teacher leaders and four SMT members voiced their contextual realities and deeply ingrained experiences of TLD. All the participants had to put a great deal of effort into retrospective reflection, to discuss how their leadership journey began. Their accounts of their varying roles and associated interactions with each other, and how such interactions influenced leadership development, produced rich, multi-perspectival data (Leigh, 2013).

This case study design, therefore, allowed me to bring to fore the innately natural interpretations of the different role-players of their realities. Nieuwenhuis (2010) asserts that

gaining multi-perspectival data gives voice to previously neglected, marginalised, voiceless groups. This was relevant to the PL1 teachers in this study, who were not given leadership opportunities before 1994, but were then expected to take on leadership positions as dictated by post-1994 education policies. It would be fair then to consider them the previously marginalised, voiceless groups that were given a voice in this multiple case study (Nieuwenhuis, 2010). Qualitative case studies pride themselves of such richness of data (Leigh, 2013; Merriam, 1998).

This qualitative case study focused on extracting rich, verbal data from a small sample of participants while achieving a greater depth of insight from each participant. Therefore, this approach was adopted as it was deemed appropriate for the circumstances and research needs of this study (Creswell, 2012). I was therefore at ease with and successful in conducting an “intense investigation of particular individuals” and their “particular situations” (Lindegger, 1999, p. 255) in the three schools characterised by effective leadership. As opposed to a single case, a multiple-site case study offered me greater confidence (Yin, 2018) in my findings, as Grant (2012) posits that leadership occurs differently in different contexts. I was satisfied that conducting research in three contextually different schools would yield valuable data to explain how and why teacher leadership occurred differently in the three schools. Although it was not my intention to compare cases when I started this study, I welcomed any data that highlighted similarities and differences in leadership practices.

As a case study researcher, these vantage points allowed me to conduct this research independently from start to finish, without assistant researchers. I was able to generate data from a small sample of teachers and SMT members from each school, since a smaller sample in a case study has the potential to yield rich results, owing to the specificity and uniqueness of each case and the multiple data generation methods employed (Nisbet & Watt, 1984; Yin, 2018). While case studies do not have the strength of being able to be generalised, they allow readers to relate their personal circumstances to the research findings and benefit from them. Subsequent researchers may also be able to interpret, understand and predict other similar research situations (Creswell, 2014). Moreover, I was confident that a multiple case study carried out at schools contextually different, would offer more chances for comparing, generalising and validating the findings (Merriam, 2009).

4.5 SAMPLING

4.5.1 Site selection and sample selection

McMillan and Schumacher (2014) assert that site selection concerns itself with identifying and selecting a site to locate the most appropriate people to participate in the study, and then justifying that site selection. The sites and participants were sampled using purposive and snowball sampling. Cohen et al. (2011, p. 156) state that with regard to case studies, the researcher can purposively “hand-pick the cases” if they possess the “particular characteristics being sought”. Given this, I purposively chose a particular school circuit in KZN to conduct my research, as I was aware that several schools in that circuit were known for effective leadership, and consequently their academic achievements had often made newspaper headlines. I believed that there would be a higher probability of understanding how teacher leadership developed in such schools in that circuit.

In this study, the circuit manager and principals became the gatekeepers to the school sites that provided access to the participants. I knew that the circuit manager would have had a substantial understanding of the schools characterised by effective leadership under the jurisdiction of the circuit. Once suitable schools had been identified by the relevant circuit manager, the participants were selected using the snowball sampling method. Snowball sampling is a specialised sampling method by means of which personal contacts are used to access additional participants for a study (Remler & Van Ryzin, 2011), by using the social networks and personal contacts of informants (Noy, 2008). When employing snowball sampling, researchers identify a small number of individuals who have the characteristics that the researchers are interested in. These individuals are then used as informants to select other participants who have the same characteristics, and this chain of identification continues (Babbie & Mouton, 2005).

Snowball sampling was deemed appropriate for this study as I did not know who the excellent teacher leaders in the schools were. I was an outsider to those schools and did not know anyone in the schools which were outside of my own school circuit and district. I had to reach out to informants such as the circuit manager and principals, who were rich with such information (Cohen et.al, 2018). The circuit manager and principals were therefore the active recruiters in this study, and had control over who participated (Heckathorn, 1997).

Like any other research method, snowball sampling has certain shortcomings. It is prone to bias, and in the case of this study, the bias could have come from the principals and the circuit

manager, as they decided who was going to participate in the study. We are cautioned that in cases like these, power may come into play if participants feel forced to participate (Mkhize, 2017). However, I did not have any difficulties in this regard, as the participants were willing to participate in a study of this nature, and since they hailed from a school that had exhibited strong leadership, the participants were eager to contribute to research.

Snowball sampling was used to identify the teacher leaders based on leadership characteristics from a teacher leadership inventory, described below. Following the method of purposive sampling, I contacted the circuit manager who, I believed, was knowledgeable enough to direct me to the schools desired for this research (Creswell, 2012). In a meeting I had with the circuit manager, I asked him to direct me to three schools that were believed to be characterised by effective leadership, where such leadership was not only visible in the school management and leadership team, but also amongst PL1 teachers. These schools, for instance, needed to be those that had been commended for their successful efforts in facilitating learning, leading change and fostering teacher-learner communities. I believed that the circuit manager would be rich with this type of information as he knew his principals well enough and in turn knew the inner management of the schools headed by his principals. Therefore, I trusted the circuit manager's ability as a leader who would be able to make a sound judgement and assessment of schools characterised by effective leadership (Cohen et al., 2018).

From many other options, the circuit manager directed me to three potential schools on the top of his list, which are designated from this point on with the pseudonyms Rivendell High, Camdeboo High and Guardian High. Camdeboo High refused for the study to be conducted at the school, so I re-visited the circuit manager and received one more name of a school. I named this school, Xavier Boys' High. Thereafter, I made contact with the principals of these schools. Vallance (2003), cited in Forde (2010), mentions that principals are key identifiers of excellent teachers, as they continuously gather valuable intelligence on teacher performance from appraisals, from term results, from reports, and from developing, interacting with and observing their staff. Therefore, following the protocols of snowball sampling, I asked each principal to direct me to one teacher who had exhibited excellent leadership qualities and attributes in the school. I presented the following leadership inventory to the principal, to provide a clearer picture of the leadership criteria I was looking for in the teacher leader. The teacher needed to exhibit the following characteristics:

- They were full-time classroom teachers who were not reluctant to accept school and district leadership roles and duties along with their current teaching loads (Grant, 2012).
- They did not hold formal titles or positions, yet their efforts extended beyond their learners and they were thought of as visionary, influential and inspirational, so much so that others were motivated to follow them (Danielson, 2006).
- They influenced other members in the school, including colleagues, management staff, the community and learners, to improve the teaching and learning processes (York-Barr & Duke, 2004).
- They nurtured collaborative relationships and professional growth in their colleagues, and had brought about positive change to effect school improvement (De Villiers & Pretorius, 2011).
- They had shown considerable growth and development in leadership roles inside and outside of the classroom, with colleagues and within school decision-making structures and processes (Katzenmeyer & Moller, 2011).
- They used their agency to promote change and seek professional growth through their knowledge of schools and district dynamics (Harrison & Lembeck, 1996).

I knew which criteria was needed to choose teacher leaders and which SMT members ought to be chosen by teacher leaders and therefore an element of purposive sampling was present along with the snowball method I used in selection of participants for this study. Sampling was purposive as I knew which cases should be hand-picked and snowball sampling was implemented given that participants directed me to others who information-rich individuals who could benefit this study (Cohen et al., 2011).

The principal of Rivendell High was unable to decide between two teacher leaders, both whom he held in high esteem for their leadership work. Although I had intended to choose just one participant, the best of all the teachers, I believed I could not risk disregarding valuable data by leaving out the other teacher. For this reason, I chose both the suggested teacher leaders from Rivendell High for this study. After verifying that the teachers possessed the above characteristics, I approached them and asked them to suggest the name of an SMT member who had worked closely with them, and who would therefore have gained considerable information about their leadership development. I then asked each selected SMT member to participate in this study.

The four selected teacher leaders and four SMT members from the three schools characterised by effective leadership were expected to be information-rich participants who would possess in-depth insights and understandings (Flick, 2017) of the phenomenon under study. Moreover, these key role-players were directly or indirectly associated with the process of TLD, as they were part of the SMT and the teaching staff of schools. A small sample size of eight participants, consisting of four teacher leaders and four SMT members, was considered adequate for this study. Since the research approach and design determines the sample size, and since this was a qualitative multiple case study design, the sample size was most likely to be small and was therefore considered appropriate (Cohen et al., 2011).

4.5.2 Gaining access: sites and participants

Gaining access to the sites remains a bittersweet memory for me to this day, and in this section I wish to document my personal experiences as I attempted to gain access to the schools. This activity was not as simple as the literature suggested it would be. Gaining access to the schools entailed hard work, strategic planning, and dumb luck, as Van Maanen and Kolb (1985) put it. As much as we are warned of the difficulties that could be faced and the emotional labour that is exerted by researchers in gaining access to participants (Bergman Blix & Wettergren, 2015), we often think that those bad things would not happen to us. However, they happened to me! I faced some humiliation and frustration and was shocked at times by the treatment I received from gatekeepers and school personnel. Bergman Blix and Wettergren (2015) explain that the researcher often occupies an inferior position in relation to the gatekeepers when attempting to gain access. In this regard, I felt that the relevant studies about gaining access to research sites did not assist me as much as I had expected. Perhaps this was because many of these studies had been conducted by experienced researchers, and even though they provided several suggestions, these were not always relevant to the context of this study or my position as a novice researcher in the field (Okumus, Altinay & Roper, 2007).

Laurila (1997) states that the three steps in gaining access to participants are firstly formal access, then personal access, and lastly, access to foster rapport. Formal access refers to the agreement reached between the school and the researcher, in which the research specifics are laid down and permissions are given. Personal access is when the researcher learns about the

participants, and access to foster rapport refers to developing good relationships based on trust and collaboration with the participants.

I made my way to the schools, formally dressed, with the necessary documentation, including the gatekeepers' permission letters (see Appendix 2, page 324 and Appendix 3, page 325) and informed consent forms (see Appendix 4, page 327 and Appendix 6, page 331). I was excited about what data would surface from the different schools, and was absolutely confident that the principals would be enthralled that their schools had been chosen by the circuit manager as being the best in their area. I was sure that the principals would be very willing to allow me access to their best teacher leader. After all, it would be an honour, would it not?

However, this was not the case at the first school I visited, which was Camdeboo High. At first, the principal of Camdeboo High agreed to meet me in the hallway, after a roughly two-hour wait. I felt uncomfortable explaining the detailed specifics of the research standing in the hallway, amongst the hustle and bustle of the morning activities with parents and administrative staff. After looking at the gatekeeper permission letter, and the permission from the DoE, the principal of Camdeboo told me that I could only conduct research at the school if I provided a letter from the circuit manager stating that he had, in fact, selected the school. I had anticipated that the DoE permission letter would suffice, but that was not the case. It took several trips to the circuit offices in Durban to get the letter, as this was during the examination period and the circuit managers were busy visiting schools. However, when the circuit manager did become available, he was very willing to give me the letter. I produced the letter for the Camdeboo High administrative staff, as the principal did not avail herself. I had thought that I would gain gatekeeper permissions from all the schools, secure participant signatures on the informed consents documents, and then start data generation. I got busy with these affairs at the other schools, and a few days later called Camdeboo High to request the name of the one teacher I could start interviewing. However, I was not given the name or allowed to speak to the principal. I visited the school personally, called and sent several emails to the school, with no joy. After two weeks, I was finally able to speak to the principal's secretary, who told me that the teacher did not want to be interviewed and I could not do the research at the school. I was not even allowed to speak to the teacher and received no explanation. As for the principal, I only met her on that one occasion, and never again. Feeling very disappointed, I was reminded of the fact that participants and schools in research have the right to withdraw from a study for any reason, and the right to retain their autonomy.

The ethics of research, which is discussed in detail in the sections that follow, dictate that participation in research is voluntary (Cohen et al., 2018). Bound by these ethical considerations, I did not force the issue. However, this put me in a predicament because I had submitted the names of only three schools to the DoE for permission, and I was one school short. Submitting the names of a few more schools would have averted this crisis in research, and I learned this the hard way. I was devastated, as I knew that requesting permission once again from the DoE would be time consuming. At this point, I reminded myself that I am a research instrument, and that it was up to me to bring the richest data to the fore in this study.

I was worried about how I would be able to involve another school with a similar context to Camdeboo High, which was a well-established and well-financed school, known for its achievements. I did not accept the suggestion from my supervisor that I conduct my study in just the two remaining schools, as I felt that I really needed to understand how leadership development occurs in a well-resourced school like Camdeboo High, where teachers are privileged with several amenities, as opposed to the other two lesser-resourced schools. So, as mentioned previously, I decided to visit the circuit manager yet again to explain my predicament, and to request another school characterised by effective leadership. Before I sent that name to the DoE for permission, I visited the school, to which I assigned the pseudonym Xavier Boys' High, and took them at their word that they would kindly allow me to conduct research at the school. I explained the time-consuming process of gaining permission from the DoE and the difficulties that I would face if they refused like Camdeboo High School.

I expecting nothing great from this school, and was therefore pleasantly surprised at how accommodating they were, and how they welcomed my research. They mentioned that their school had been part of research studies in the past. I then concluded that I would send their name to the DoE, and made several trips to the Pietermaritzburg head office of the DoE to source the permission letter to produce to the school, which I received four weeks later. While this was happening, and while I awaited the new permissions, I conducted my interviews at the other two schools, who were very accommodating. At this point I felt that there was hope after all for my study.

The principals of Rivendell High and Guardian High were both honoured to have their schools participate in this study, and it gave them a great deal of confidence that their school had been recommended as a high-achieving school characterised by effective leadership. At Rivendell High, after careful study of the teacher leadership inventory, the principal affirmed that he

knew of two such teacher leaders who exhibited excellent leadership skills and who had developed over the years. Although I intended to select one teacher leader, I decided that I could not exclude the other teacher leader, as I would be risking sabotaging and disregarding the valuable data that could come from the other teacher leader. The principal of Rivendell High was concerned about the research workload that it would produce for me if he chose both, and I saw that it was really difficult for him to choose. This very element motivated me to select both the teachers, as he had such high regard for them. The teacher participants were overloaded with PL1 duties, but were very accommodating and helpful from the beginning to the end of the data generation process.

At Guardian High, I met a very elderly principal, seasoned by many years of teaching and leading as a principal. Having earned his master's degree, he understood the circumstances of the research and had the name of the teacher leader at the tip of his tongue. I was immediately given access to the teacher leader and started my interviews. At Guardian High, however, the SMT member that had had a helping hand in the development of the teacher leader had retired, and since only he could provide the data needed for this study, I had to locate him and carry out interviews with him at his retirement getaway, hidden in the mountains, overlooking the ocean. He was very glad to spend some of his retirement time deliberating on his observations of the leadership development of the selected teacher leader. The other three SMT members were still in positions at the schools and were interviewed on site.

4.6 DATA GENERATION INSTRUMENTS AND PROCEDURES

This section describes the data generation instruments and methods used in this study. Conforming to the interpretivist paradigm, I subscribed to the term “data generation” rather than the traditional term “data collection”. This was because I did not believe that the data was lying out there, like an objective entity, waiting to be collected, but that it had to be generated. As a qualitative researcher, I placed myself in this study as a research instrument (Leigh, 2013), and was fully aware that the data about the participants' experiences of TLD had to be generated through social interactions and extensive, probing discussions and interviews between the participants and me. For instance, the data from the participants' reflective journaling and artefacts was not sitting there waiting to be collected, but had to be generated by the teacher leaders as they deeply reflected on their past and present experiences. Given

this, I was aware that the data had to be co-constructed and generated through researcher-participant interaction and exploration (Merriam, 1998). Qualitative research prides itself on multi-method data generation techniques, which include, amongst others, interviews, participant observation, document analysis, artefact study, and audio and visual media studies (Creswell, 2012). Multiple sources of evidence benefit good case studies (Yin, 2018).

I was guided by Leigh (2013), Merriam (2002) and Lincoln and Guba (1985), who reminded me that I, as a qualitative researcher, was also a qualitative research instrument. Given this, the depth of the findings in this study was dependent on how involved I was in the data generation process and my attempts to unravel the richest data possible through the most effective data generation methods possible. Seeing that this was the case, to achieve these aims I considered using individual interviews as the primary data generation strategy, and using semi-structured interview schedules as the research instrument.

Additionally, as a secondary method I initially sought to conduct a document analysis of the teachers' Integrated Quality Management System (IQMS) records, their Personal Growth Plans, and their reflective journals. Artefacts were also used to generate data. These data sources, or so I hoped, would allow for better data triangulation of the study. Triangulation refers to "... the use of two or more methods of data collection in the study of some aspect of human behaviour" (Cohen et al., 2011). Sadly, I was not successful in accessing all these documents for analysis; however, the documents I could access allowed for triangulation to a certain extent, and no doubt assisted me to approach an understanding of how teacher leadership developed from various perspectives of teacher leaders and SMT members (Kelly, 2006). I anticipated that triangulation would increase the trustworthiness of the study and help to find some agreement or corroboration of evidence through the use of various methods and multiple data sources (Moore, Lapan & Quartaroli, 2012). The details of the data generation methods, and the associated challenges experienced when using them, follow in the subsequent sections.

4.6.1 Primary data generation method: individual interviews

The primary data generation method for this study was individual, face-to-face interviews, also known as "in-person interviews" (Johnson & Christensen, 2017, p. 231). Qualitative interviews are an increasingly popular method of research, and there is therefore a vast array of

methodological guidance on how to conduct them (Brinkman & Kvale, 2015). In this section I explain the use and methodological underpinnings of the individual interviews used in this study. Cohen et al. (2011, p. 349) describe interviews as “an interchange of views between two or more people on a topic of mutual interest, which sees the centrality of human interaction for knowledge production”. Holstein and Gubrium (2016, p. 67) describe the interview as an “actively constructed conversation in which narrative data are produced” that describes the lives and circumstances of people (Holstein & Gubrium, 2016). Other researchers such as Brinkman and Kvale (2018) and Merriam (2009) posit that interviews are discussions where one person prepares questions related to a topic and poses these questions to others who respond. The rationale behind an interview is for one person to seek information and the other to provide the information. Moreover, interviews may be used as a primary data generation method to elicit expert knowledge and information about beliefs, opinions and practices that people may have (Cohen et al., 2018; Harrel & Bradley, 2009).

Therefore, as Brinkman and Kvale (2018) suggest, the interviews in this study resulted in knowledge produced by human interactions and experiences between the interviewees and myself as the interviewer, which provided me with direct access to their real-life worlds. In this study I used individual interviews to explore the lives of the teacher leaders and SMT members, specifically seeking to understand their practices, beliefs and opinions of TLD, and the circumstances under which TLD occurred (Holstein & Gubrium, 2016). Five sessions of semi-structured, open-ended, individual interviews were conducted with each teacher leader, each of which lasted for about an hour. Two to three sessions of interviews were conducted with the SMT members. These individual interviews took place at the schools during school hours and on Saturdays, and at the participants’ homes.

The advantages of conducting individual interviews were numerous. The individual interviews provided a private, secure platform for the teacher leaders and SMT members to express their private, personal opinions and understandings of how TLD occurs (Johnson & Christensen, 2017). The individual interviews provided opportunities for both the teacher leaders and SMT members to engage in private discussions with me, comfortably and at their own pace, without being judged or interrupted by others (McMillan & Schumacher, 2014). The research instrument I used was a semi-structured interview schedule, owing to its flexible, non-restrictive, open-ended nature that allowed for two-way, conversational communication between the interviewees and me (Greeff, 2011; Leech, 2002; McMillan & Schumacher, 2014).

In a previous study, I had found the semi-structured interview to be an effective tool that assisted me to “clarify unclear areas” and which led to “more reliable and comparable data” (Malik, 2016, p. 46).

4.6.1.1 Semi-structured nature of the interviews

The semi-structured interviews were conversational in nature, with some structure in the form of themes that assisted me in unravelling the motivations and rationales behind the specific behaviours, attitudes and beliefs of participants (Raworth, Sweetman, Narayan, Rowlands & Hopkins, 2012). I viewed the semi-structured interview schedule as an “interview guide approach” (Johnson & Christensen, 2017, p. 236), and had some confidence knowing that it would guide my inquiries during the interviews. I found semi-structured interviews to be a very appropriate method of data generation for exploratory case studies, such as this study (Johnson & Christensen, 2017).

The semi-structured interview schedule, with themes aligning to the topics of the work that teacher leaders do and how teacher leadership develops, was carefully prepared before the interview and was open-ended, allowing for deviations, expansions, probing and reordering. This unique nature of the semi-structured interview provided ample flexibility and served as a loosely guided, non-restrictive interview tool (Greef, 2011). For this reason, the semi-structured interview resulted in a “relatively unstructured interaction” (Johnson & Christensen, 2017, p. 237), during which all participants were asked similar questions. Supported by these beneficial characteristics of the semi-structured interview schedule, as a research instrument (Leigh, 2013) I made a concerted attempt to facilitate free-flowing, two-way conversations between the interviewees and myself (Greef, 2011; McMillan & Schumacher, 2014).

The pre-constructed themes in the schedule were a physical reminder to alert me mentally to various topics and questions during the interviews. While I did not know what direction the responses of interviewees would take, I knew what my research aims were and which major themes and sub-themes needed to be unpacked (Cohen et al., 2018). As the participants started responding to the questions, I used my discretion to re-arrange, add and remove questions. The semi-structured interview schedule was really helpful in guiding me when participants strayed from the topic, as I could navigate their thoughts back to the relevant themes and sub-themes. I had jotted down certain queries I wished to address in relation to the gaps in the literature on

TLD (Cohen & Crabtree, 2006; Greef, 2011; Johnson & Christensen, 2017). Thus, the conversations continued smoothly and productively, and did not become “morbid or unrelated at any time in the interview” (Malik, 2016, p. 46). While constructing the semi-structured interview schedule, I knew what specific information I sought to extract and allowed for other relevant data to surface, so my prompting and probing worked along a continuum of specific and other relevant information, as advised by Pathak and Intrat (2016).

Initially, while all the participants knew that the broad topic of the study was TLD, they were very concerned about what they could tell me that would help the study. This was because the teacher leaders in this study had not realised how much they had developed, or the extent to which they had developed others and their schools. I quickly came to realise that the teacher leaders did not believe that they were leaders in the first place, but by the end of the study they had all accepted their status as teacher leaders, and were surprised at what they had achieved. This was a highly satisfying result of the reflective nature of this study.

The semi-structured interview schedule was a comfort to the participants, as they were presented with some thematic questions that provoked discussion. This was in keeping with Greef’s (2011) observation that the semi-structured interview schedule allows for interviewees to “share more closely in the direction the researcher takes” (Greef, 2011, p. 297). Surprisingly, several pertinent issues that I had not anticipated, but that were very relevant, surfaced from the participants’ responses. At these points in the interviews, I added these issues to the schedule, and probed more deeply for understanding (McMillan & Schumacher, 2014).

Thus, the flexibility of the semi-structured interview schedule produced in-depth, descriptive responses to how the development of the participants’ teacher leadership began. The participants were sometimes deep in thought, since the retrospective reflections required of them involved a deep remembrance of the past. I therefore gave them the freedom to think and answer at their preferred pace, as suggested by Greeff (2011). I could reorder the questions at any time during the interviews, and so I left the sensitive questions for last, “when interviewees had warmed up to the interview and were comfortable in responding” (Malik, 2016, p. 46).

As I conducted multiple interviews with the same participants, I found ample opportunities in subsequent interviews to fill in any gaps and to clarify any unclear areas from the previous interviews. During the first interviews I learnt about the participants’ answering styles, and I knew how and what questions to ask in subsequent interviews, in addition to the guiding

questions in the semi-structured interview schedule. The flexibility and adaptability of the semi-structured interview schedule, which is recognised its bedrock feature (Greeff, 2011), allowed me to move back and forth through the schedule, according to the circumstances that arose there and then during the interviews.

After each interview, I ticked off the areas that had been covered, and marked the ones that had been under-developed or unclear with a cross. I changed my questioning style to suit individual participants' answering styles in subsequent interviews, and attempted to tie up loose ends, building on unclear areas until I felt that the data was as complete as possible (Chikoko et al., 2015). Towards the end of the interview responses, I felt as if no new information was being produced, even after I had attempted to phrase the questions differently. This is known as data saturation (Fusch & Ness, 2015), and it occurs when the researcher has reached the stage in the research when he or she feels that the same, redundant data seems to be emerging, and new avenues for exploration are not emerging. This signalled that the data generation phase could be terminated (Fusch & Ness, 2015).

4.6.2 Supplementary data sources: artefacts and reflective journals

To support the data generated from this study, I requested that the teacher leaders provide me with artefacts in the form of pictures or tangible objects that reminded them of their leadership journey. I also requested that the teacher leaders record their reflections, salient memories or thoughts on what they think teacher leadership is, and on their leadership journey in general. In this section, I provide a description of these data sources, and discuss the rationale for using them, and their effectiveness.

4.6.2.1 Artefacts

Artefacts have traditionally been used in educational research and include visual stimuli such as objects, equipment, furniture, maps, lesson plans, images, pictures or anything that has sentimental value to the participants. Artefacts have been known to stimulate discussion of the past and present, and are effective in retrieving memories that may assist in reflection, thus enriching the data and producing thicker descriptions (Cohen et al., 2018). A significant

rationale for using documents in this study was that they would not have been tampered with by the participants, as they existed prior to this research study and were not created for it, but for a different purpose. Therefore, they were untainted, and had not been modified to suit a particular narrative. The teacher leaders were requested to provide artefacts, in the form of any tangible object or photographs of specific objects, places, persons or events that had sentimental and historical value, and that reminded them of their personal developmental aspects or of events in their leadership in the past. These artefacts were used as visual stimuli during the interviews, and the participants discussed their significance. Traditionally, such a method had proved to be quite useful in case study research (McMillan & Schumacher, 2014).

4.6.2.2 *Reflective journals*

A reflective journal is an “annotated chronological record or a ‘log’ of experiences and events” (Wellington, 2000, p. 118), by means of which participants can “look out for, and record critical events in their experiences” (Majid, 2008, p. 34) according to their own interpretation of the events. Goodson and Sikes (2001) assert the following in support of reflective journaling:

Not only is a document of this kind useful for providing factual information, it can also help with analysis and interpretation, in that it can jog memory and indicate patterns and trends which might have been lost if confined to the mind. (Goodson & Sikes, 2001, p. 32)

I similarly expected that reflective journals would help the teacher leaders to unearth and express those hidden thoughts and sentiments that could not have surfaced or perhaps may have been forgotten during the face-to-face individual interviews. Moreover, reflective journals have been found to enhance both reflective thinking and self-inquiry in teaching practices (Cengiz & Karatas, 2015). One study found reflective journals to be effective “learning tools” (Majid, 2016, p. 41), which could be used to assess weaknesses and strengths in teaching practices. As I likewise required teachers to reflect on the strengths and weaknesses of their leadership using reflective journals which seemed like a valuable source of data in this study. Therefore, in addition to simply producing artefacts for the interviews, I asked the teacher leader participants to record their thoughts on the artefacts that they provided, and any other memory that came to mind, in reflective journals, so as to capture their teacher leadership experiences and memories on paper while they were fresh in thought. Given this, the sampling strategy for both the

artefacts and the reflective journals was that I selected those journal entries and artefacts that represented salient developmental aspects such as struggles and triumphs, collegial relations, training, collaboration, leadership roles and other aspects that were related to TLD. During the interviews, the participants were encouraged to build on what they had recorded as memoirs in their journals. The artefacts, coupled with the written anecdotal journal reflections were expected to be used as additional visual stimuli and points of discussion during the interviews to elicit thicker descriptions of events.

4.6.3 Challenges during interviewing

While there are multiple advantages to semi-structured interviews, this method of data generation is not without challenges. The interviews were time-consuming and expensive. The participants had to dedicate hours of their valuable time, and had to schedule the interviews amidst a hectic teaching routine. Because the selected teachers were leading several projects at their schools, it often happened that they had to postpone their interviews on the scheduled date with no prior warning. However, I had to take time out of my teaching schedule to reach interview venues on time and fully prepared with my schedules and fully-functional recording devices. So, arranging and conducting the interviews was not an easy task. Moreover, I took the art of speaking for granted, perhaps because I consider myself to be an articulate speaker. During the interviews, I found that not all the participants were articulate and rich with insight (Bertram & Christensen, 2014), resulting in unbalanced data, as some participants ended up speaking volumes and others did minimal talking. Moreover, as I changed my questioning styles to suit the participants' answering styles and responses, the data became less systematic, and during the analysis and coding, extensive data organisation was necessary on my part. Given the volume of data in text form, it was painstakingly time-consuming to sort and analyse data.

However, I was not deterred in my efforts as a research instrument (Leigh, 2013) to elicit contextually rich, in-depth data to address my research questions. I made several phone calls and sent several emails to participants to re-schedule interview dates. I personally visited the schools to gain access to and meet with the participants, and took time off work to do this. On the days that participants postponed or could not honour their appointments, I used that time to

visit other schools and establish a rapport with other interviewees. Sometimes I was able to secure an interview with another participant on that day.

Semi-structured interviews have also been known to be open to researcher bias (Cohen et al., 2018). To minimise researcher bias, I resisted taking sides or altering verbatim transcripts. I accepted the data as it was given, and used an audio recorder to record the interviews. The digital recorder allowed me to give the participants my full attention, and the recordings were used to corroborate the written transcriptions later.

4.6.4 Challenges during fieldwork

In all faithfulness to this research journey, and to be true to all my efforts in this research, I admit that this methodology chapter initially included the Integrated Quality Management System (IQMS) document and the teacher leaders' Personal Growth Plans (PGPs) as documents to be analysed. I went into the field hoping to access the IQMS document, which is used to evaluate and appraise teachers. I sought to understand the specific needs for teacher development and the schools' overall effectiveness in support of TLD. In addition, I likewise sought to access the teacher leaders' PGPs, which are usually statements of teachers' self-initiated, professional development goals and action plans. To gain a better understanding of development, I wished to access the PGPs of at least the last three to five years. The purpose of accessing the IQMS documents, the PGPs, the reflective journals and artefacts was an earnest attempt to corroborate the data emanating from the interviews, and to produce fresh insights for discussion. These data sources were expected to stir the teachers' memories in a way that interviews could not (Mertens, 2014), and to facilitate the triangulation of the data and to strengthen its credibility (Yin, 2018). In all honesty, I sought to access these documents from the schools, but events did not go as initially planned. I encountered several problems. In some schools, these documents were not available or the archives had been lost due to the re-organisation of store rooms. In other schools, the documents could not be released as it was claimed that the documents were confidential school documents and could not be scrutinised for research purposes. Only two of the four teacher leaders provided me with their IQMS documents, which reflected a few sentences on the need for TLD. In the area where teachers describe in words their need for development support and the school's effectiveness in nurturing teacher development, only one sentence per aspect was given. This thin description

posed problems for a deep analysis. I finessed my way out of this dilemma by extracting the written information needed from these documents verbally, through interviews.

Fortunately, the teachers were able to provide me with pictures of the artefacts related to their development. However, for deeper reflection purposes, the teachers were not able to write out their reflections on the artefacts in their journals. They insisted that this was partly owing to being burdened with school work, marking and lesson preparation, even during their weekends and holidays. However, although they had not written out the reflections, during the interviews, I engaged them in a great deal of verbal retrospective reflection. They thought of several learning experiences during their leadership journey and discussed events related to that as they pointed to the relevant pictures.

After the interview process, the teacher leaders managed to produce a page or two of their written reflections on their understandings of TLD, and on certain significant TLD experiences, and in Chapters 5 and 6, I present the findings of this study along with the teacher leaders' written reflections and artefact images relevant to the findings.

4.7 DATA ANALYSIS PROCEDURE

A compatible data analysis procedure had to be followed so that the findings of this study could be analysed and presented to derive meanings of TLD. As recommended by Cohen et al. (2011), during this data analysis process I organised, accounted for, and explained the data, while making sense of the participants' responses. In doing so I had to identify patterns, themes, commonalities and differences in the verbatim transcriptions (Cohen et al., 2011; Creswell, 2014). Much reading and re-reading was done of the transcripts, so that I could simplify and extract key segments of the text. These segments were then reduced and organised into a more compact form, to be assessed for findings and for conclusions to be drawn (Cohen et al., 2018).

As recommended by Marshall and Rossman (1999, 2014), I used my research questions and proposal development literature as a guide in analysing the data. Such preliminary planning proposes groupings "... that can serve to code the data initially for subsequent analysis" (Marshall & Rossman, 1999, p. 152). De Vos (2010) posits that data generation and analysis are inseparable processes. Accordingly, as the data was generated, it was also analysed, and unclear and less developed areas were identified so that they could be clarified and refined in

subsequent interviews, to avoid any challenges associated with data overload (Cohen et al., 2011). Such overlapping processes of data generation and analysis improve the data quality (De Vos, 2010).

4.7.1 Thematic data analysis

The data was analysed using Braun and Clarke's (2006) six-step thematic analysis. In the following section, I detail the thematic data analysis process proposed by Braun and Clarke (2006), and to illuminate the application and rationale of the steps in this process of analysis, I included insights from other significant scholars.

Thematic analysis is a systematic method used to identify, analyse and report patterns in data in rich detail with minimal organisation and description (Braun & Clarke, 2006). Thematic analysis is known for its flexibility and accessibility to the researcher, and is a popular method of qualitative data analysis, as no pre-requisite skills are needed to conduct it. Braun and Clarke (2012) compare thematic analysis to discourse analysis, and argue that in discourse analysis, the researcher would be expected to have considerable linguistic skills to understand language patterns in the data sets to identify patterns. As opposed to understanding language patterns, the method used in this study was concerned with identifying themes.

When researchers employ thematic analysis, it is not expected that they have prior linguistic skills, and therefore it is a relatively accessible data analysis method. Furthermore, Braun, Clarke and Terry (2014) advise that research questions suitable for adopting the thematic analysis method should include questions about lived experiences, understandings, perceptions, practices and influencing factors on the research phenomenon. To this end, this typology of questions compared well with the aim of this study, which was to capture multiple perspectives of TLD, related lived experiences, and factors that influence TLD. Guided by Braun and Clarke (2006, 2012) and Braun et al. (2014) the following phases were followed:

4.7.1.1 Familiarising myself with the data sets

I listened to the voice recordings and read the reflective journals several times to understand the concepts and issues that surfaced. I then personally transcribed the interviews as I listened

to the voice recordings yet again. This immersion into the data helped me to absorb the data and to start making sense of the meanings and patterns that surfaced (Braun & Clarke, 2006; Braun et al., 2014).

4.7.1.2 Coding the data sets

The repeated reading of the transcripts gave me a feeling for and understanding of the data as a whole, as recommended by De Vos (2010). I then had to derive codes, which Creswell (2014) describes as inserting brackets around a certain category of words/chunks and providing a representative word for it. A code could simply be a word or a phrase that captures a key idea, and I wrote these initial codes/key words in the margins. The codes resonated with the theoretical framework, the literature that had been reviewed, and the research questions of the study. Coding was not necessarily applied to each sentence, but was also performed on chunks of data, as long as it pointed to a surfacing idea. While coding, I interpreted the research question broadly and coded inclusively, with the codes reflecting the diverse perspectives and meanings all the participants brought to the study (Braun & Clarke, 2012). Guided by Struwig and Stead (2013), I took cognisance of the fact that coding was a deeper level of abstraction and was not simply about attaching a code/keyword next to a chunk of sentences. I analysed by moving back and forth through the data to make meaning, so that every chunk that was analysed was always revisited to ensure that the codes strongly echoed the ideas in the chunks (Struwig & Stead, 2013). This was a tedious process of making meaning and sense of the data. I saw myself grouping categories under the same codes so many times. I also erased certain codes as I saw newer codes developing.

4.7.1.3 Searching for themes

Coding led me to the themes. The different codes that I discovered in the data sets were clustered into groups with similar meanings to produce temporary, working themes, and as the analysis became deeper and richer, more permanent themes emerged. The data from the interviews was connected to the reflective journals and the artefacts and incorporated into the themes to ensure triangulation. New themes developed. I rearranged the themes several times,

and saw a duplication and overlapping of themes as well. New interpretations of data emerged constantly.

4.7.1.4 Reviewing themes

At this point, I checked and confirmed that the themes allocated to the codes spoke directly to the coded data, and that they described the story of the data. The themes had to say something significant about my research questions and make sense of the data thoroughly, so the themes were placed against the codes of the entire data sets to confirm the quality of the themes and their coherence. The objective of this phase was to achieve quality control and refine the themes.

4.7.1.5 Defining and naming themes

Data from each theme was analysed against the overall data. I skilfully navigated through the data, refining the themes and sub-themes to foreground the answers to the research questions. As advised by Braun and Clarke (2012), I developed a definition for each theme. I did this by joining several sentences together that captured the gist of the theme, and this assisted me in interpreting the data concisely without losing focus of the key concept encapsulated in each theme. The verbatim quotes that vividly captured the analytical points I wished to discuss were extracted from the data. The verbatim quotes were robust and varied, and assisted me to interpret and finalise the story of the data as a whole (Braun et al., 2014).

4.7.1.6 Producing the report

This last phase was where the research report was written. In writing the research report, both my analysis of the data and my report needed to be polished, as advised by Braun et al. (2014). The polished analysis clearly pointed out why the story projected by the data was important, and to what extent it had answered the research question. The polished report contextualised the study by relating the research findings to existing theory, by indicating certain similarities and differences (Braun et al., 2014).

4.8 TRUSTWORTHINESS

Trustworthiness is how qualitative researchers declare how they go about ensuring that their research has been worthy and of a high calibre (De Vos, 2010). Trustworthiness, also termed “rigour”, therefore assists in assessing the moral integrity and honesty of a study, and whether it is believable (Ryan, Coughlan & Cronin, 2007). Lincoln and Guba (1985) propose four constructs that may be implemented to render qualitative studies trustworthy and reliable: credibility, transferability, confirmability and dependability. These constructs were implemented as strategies to ensure trustworthiness in this study.

4.8.1 Credibility

Credibility is concerned with believing in the truth of the study’s findings (Lincoln & Guba, 1985; Guba & Lincoln, 1994) and the following strategies were implemented to strengthen credibility:

- I spent extensive periods in fieldwork using effective data generation techniques, such as individual interviews, document analysis, and analysis of reflective journals and artefacts, in order to validate the findings (Creswell, 2012).
- I exercised rigid self-scrutiny during the data reporting in order to avoid any distortion or subjectivity that suited my own agenda in reporting (McMillan & Schumacher, 2014).
- A relationship of trust and sincerity was established with the participants to motivate them to share their feelings and experiences more openly and freely (Creswell, 2012).
- I utilised recording devices that were in good working condition and always carried back-up recording devices in case of any malfunction. These devices were played and replayed to verify the participants’ verbatim responses (McMillan & Schumacher, 2014).
- Member checking was implemented, where the participants examined, verified and confirmed that the transcripts reflected their true interpretations (Creswell, 2012).

4.8.2 Transferability

Transferability refers to the applicability of this study to other studies (Lincoln & Guba, 1985; Guba & Lincoln, 1994). To achieve this, I described the exact boundaries of the case studies,

including the school contexts, locations, the number of participants, and so on. However, it must be understood that since this was a case study, this study did not intend to be generalisable, but to explore the uniqueness of each case (Rule & John, 2011).

4.8.3 Confirmability

Confirmability is concerned with the extent to which the case study's findings are a true reflection of participants' interpretations and the level of researcher bias (Lincoln & Guba, 1985). I constructed the interview schedules as fairly as possible, refraining from loaded or complex questions, to ensure easy understanding. I pilot tested it initially with my colleagues, to check if my participants could understand the questions fully. On doing so, I had to adjust some questions to simplify them. Also, honouring the interpretivist paradigm, I presented the data in my report through the eyes of the participants, and constantly revisited my reporting to eliminate my own subjectivities, where those existed (Creswell, 2012). I ensured that I had adequate and relevant literature to support my interpretation of the data (Burns & Grove, 2001; Miles & Huberman, 2010).

4.8.4 Dependability

Dependability refers to whether the study demonstrates consistency and whether repetition of the study is possible (Lincoln & Guba, 1985). I provided a comprehensive audit trail of the research process that indicating what had happened from the beginning to the end of the research process. This audit trail recorded the research process and methods, and the justifications for selecting them, which I hoped would to ensure rigour and dependability (Ryan et al., 2007).

4.9 ETHICAL ISSUES

Research ethics are defined as “norms for conduct that distinguish between acceptable and unacceptable behaviour” (Resnik, 2011, p. 1). In order to conduct this research in the most

ethical way possible, several ethical measures, including documentational and field ethics, were employed in relation to the different data generation methods.

I obtained ethical clearance from the Ethics Board (Creswell, 2012) of the University of KwaZulu-Natal (see Appendix 1, p. 323) sought formal permission to conduct the research from the DoE and the school principals as the gatekeepers, and obtained informed consent from the participants. Informed consent forms were secured from the participants before the data generation started, and these informed them of the procedures involved in the study, and their roles and what was expected of them (McMillan & Schumacher, 2010). Permission to use artefacts (in the form of photographs) and to audio record the participants during the interviews was indicated on the informed consent forms. These forms were read, fully understood and signed by the participants. The permission letters and consent forms to the participants and the gatekeepers (see Appendix 3, 4, 5, and 6, pp. 325–331) provided written confirmation that the participants' and the school's privacy and anonymity would be ensured through the use of pseudonyms that would keep their identities and verbatim accounts confidential, in the study and in all public and private forums if the findings were to be published and disseminated (Johnson & Christensen, 2017).

The specific details and the risks of the project was explained on the informed consent form in English, a language that the participants understood, and I ensured that I did not mislead or withhold any sensitive information about the research from the participants. This was to ensure that there were no elements of deception in the study, and that justice and transparency prevailed (Johnson & Christensen, 2017). The participants were also told that they were free to leave the study at any time they deemed necessary, without any repercussions. This aimed to respect the participants' autonomy (Cohen et al., 2018).

Furthermore, the participants were informed that all hard copies of the data would be kept safely in a locked cabinet in my supervisor's office and would be shredded after five years. They were also informed that all data files would be password encrypted and would be deleted after five years.

The primary method of data generation was individual interviews, which were supplemented by data sources that included the analysis of private reflective journals and artefacts. Because the data generation involved human subjects, this brought about the need to adhere to specific field ethics that would prevent any physical or psychological harm to the participants (Resnik,

2011). During the interviews, all of the participants became emotional at certain points, when they discussed the hurdles they had experienced in their leadership journey. I had expected this and was well prepared for the situation. As advised by King, Horrocks and Brooks (2018), I verbalised my feelings when the participants went silent and froze, saying things like, “I can see that this saddens you,” and “maybe let us take a break” and “we do not need to continue with this now”. My compassion towards the participants gave them courage, and they surprised me when, after a little break, they would gather themselves and open up quite well.

For two participants, who discussed how they had experienced family breakups during their teaching careers, I probed just until they were comfortable with divulging information related to their TLD, and accepted that data. After witnessing that it was really difficult for them to discuss the issue further I changed the topic, as I had to adhere to the ethical principle of “assessing risk of harm” to the participants (King et al., 2018, p. 34). This helped them to gather their thoughts and settle their feelings, which prevented them from becoming too emotional. I knew that the participants had taken years to heal from their traumas, and did not wish to unearth past wounds and cause them any harm. My only motive for asking such questions was to understand how teacher leaders negotiated personal difficulties and their leadership work at school, and the support they needed in order to do that (King et al., 2018).

This ethical assumption of the right to withdraw had implications for this study. When the first school, Camdeboo High, decided to withdraw after consenting to participate in the study, I had no choice but to accept their withdrawal gracefully without making them feel uncomfortable (King et al., 2018). To achieve this, I thanked the school and asked to be pardoned for any inconvenience caused by my several visits and calls. I also told them that the research is a voluntary process and that I understood if they could not participate in the study. However, I did this with a heavy heart, as I knew that Camdeboo High was the most suitable site for generating data, as it was at the top of the list of the best schools that exhibited strong leadership (King et al., 2018).

Likewise, the participants were also assured that their participation or non-participation was determined by their free will, after they had familiarised themselves with the details of the research study and understood the risks and their roles. This was to ensure autonomy and respect for participants (Cugini, 2015; Johnson & Christensen, 2017). Some participants were unable to produce their IQMS and Personal Growth Plans, as their schools would not release these documents. The participants did not feel good about this, but I consoled them that it was

fine, and that I would extract the information needed from the documents during the interviews. One participant could not find her IQMS and Personal Growth Plans, as she claimed that they had been stored in the school archive, and since the archive had been relocated, the documents were not easy to find and some had been lost. Looking for the documents truly distressed her, and I found her covered in dust while looking for the documents when I visited her one day. I told her what I had told the others, and she felt relieved. I was relieved that I had honoured the research ethics code of beneficence and non-maleficence, where I was responsible for the welfare of the participants and had to make participation in this research as stress-free as possible (King et al., 2018; McMillan & Schumacher, 2010).

Participants were treated with respect and dignity, and I made a conscious effort to assess their feelings during the interview sessions, so as not to cause them any stress. These measures were employed to ensure beneficence and non-maleficence, which simply means that I made every effort and took every precaution not to harm the participants through demonstrating honest, respectful and trustworthy behaviours (Cohen et al., 2018; Creswell, 2012; Cugini, 2015; McMillan & Schumacher, 2014). I ensured that justice was done by treating and respecting all participants equally and refraining from any biased attitudes towards any participants. All risks, benefits and burdens were equally distributed amongst participants (Cugini, 2015).

Additionally, the participants were reassured that the findings and final report would only be used for research purposes, and that they would receive copies and be informed of any publications that emanated from the research. As advised by King et al. (2018), I was very specific about where exactly the research could reach. I told the participants that I would be uploading the final thesis to the UKZN online research archives, that I would publish the findings in international academic journals, and that I would hopefully present the findings at conferences in the future.

4.10 CONCLUSION

This methodological chapter has provided a detailed audit trail of the research process followed in this study. I started this chapter by foregrounding the research questions and illuminating the concepts of research design and methodology. Thereafter, the potential research paradigms were briefly discussed, and I justified why I had located this study within the interpretivist paradigm and declared my ontological and epistemological stance. This was followed by a

discussion on case study designs, and the sampling strategy employed in this study. The data generation instruments and procedures were then described, followed by the method of data analysis employed. The chapter concluded by discussing the measures that were taken to strengthen the trustworthiness of the study, and describing the ethical considerations that were taken into account.

My field experiences on this research journey were without a doubt challenging. As a novice researcher, I learnt much that books could not teach. I learnt that survival in the field is largely dependent on my life skills and will to succeed as a researcher. My level of willingness is proportional to the level of data retrieved from the field. When one of the schools withdrew, I could have simply continued with my research with just the two remaining schools that had agreed to participate in the study; however, my desire to derive data from a contextually different setting urged me to find another school, and as a result, contextually richer data surfaced. Additionally, in the absence of data from documents, I learnt how to extract such data through interviews. My field experience made me realise to what extent the qualitative researcher is, in actual fact, a research instrument.

Chapters 5 and 6 present the findings of this study and the analysis thereof. Chapter 5 presents the findings on teacher leadership work, while Chapter 6 focuses on the enablers and challenges in TLD.

CHAPTER 5

TEACHER LEADERSHIP WORK

5.1 INTRODUCTION

In the preceding chapter, I presented the methodological blueprint of this project and, guided by the research questions, described the audit trail of the design and methodology of this study. Due to the large volume of data, the findings had to be divided into two chapters. The current chapter addresses the first research question, which focuses on understandings of teacher leaders' work. Chapter 6 presents a discussion of the enablers and challenges to teacher leadership development (TLD), and thereby addresses the second research question, which deals with the developmental dynamics of teacher leadership. The third research question, which addresses the lessons learnt from this study that can be used to develop other teacher leaders, will be addressed in the final chapter.

The discussion begins by highlighting the emerging themes and revisiting the research questions of the study. Thereafter, a brief profile of the participants and the school sites is presented in a table, which is followed by a concise description of the three sites. With the purpose of connecting the voices of the teacher leader participants with the corresponding school management team (SMT) members who worked with them through their leadership development process, I present the voices of the teacher leaders and their supporting SMT members. As mentioned in the previous chapter, I asked the teacher leaders to provide me with supplementary data, such as pictures of artefacts and reflective journal entries (RJE), to add an element of deep introspection and meaning-making. Given this, the artefacts and RJE will be presented where they fit into the discussion, along with the teacher leaders' and SMT members' voices.

The teacher leaders' work was categorised into seven thematic areas, and consequently, the chapter unfolds in this order. The themes are as follows:

- Teacher leaders as reflective practitioners and evolving methodologists
- Teacher leaders as school-wide and community leaders
- Teacher leaders as effective teacher development agents

- Teacher leaders as mentors, leading by example
- Teacher leaders as life and personal coaches
- Teacher leaders as effective change agents for school improvement
- Teacher leaders as mediating bridges between teachers and management.

The primary research question that underpinned this study was:

- How does teacher leadership develop?

The secondary research questions that expanded on this primary question in more detail were the following:

1. What are teacher leaders' and selected school management team members' understandings of what teacher leaders do?
2. How do teacher leaders and selected school management team members explain the development of teacher leadership?
3. What can be learnt from teacher leaders and selected school management team members about how other teachers can become teacher leaders?

5.2 PROFILES OF THE RESEARCH PARTICIPANTS AND SITES

Table 5.1 presents the particulars of the participants according to their position at school, gender, age, teaching experience and qualifications. By no means were the participants chosen based on these criteria; however, this demographic information is key in understanding their contexts in this study. Although I have provided a more elaborate description of the research sites for this study, I have not provided a more elaborate profile of the participants beyond this table, as I sought to interest the reader by allowing the participants' profiles to surface throughout the rest of the chapter.

Table 5.1: Participant profiles

Research sites	Participants	Position	Gender	Age	Teaching experience	Highest Qualification
Rivendell High (RH)	SMT1 (R)	Principal	Male	61	41	BA University Higher Diploma in Education
	TL1(R)	Post Level 1 teacher	Male	52	30	Further Diploma in Commerce Degree: Theology
	SMT2(R)	Deputy Principal	Female	56	33	Bachelor of Education (B. Ed) Honours (English)
	TL2(R)	Post Level 1 teacher	Female	57	33	BA University Higher Diploma in Education
Guardian High (GH)	SMT3(G)	Retired Commerce HOD	Male	69	41	Further Diploma in Commerce
	TL3(G)	Post Level 1 Teacher	Male	59	38	B. Ed Honours in Guidance Counselling
Xavier Boys' High (XBH)	SMT4(X)	Languages HOD	Male	63	40	Master of Education
	TL4(X)	Post Level 1 teacher	Male	29	4	Bachelor of Education (B. Ed)

KEY

- TL: Teacher leader
 SMT: School Management Team Member
 RH: Rivendell High
 GH: Guardian High
 XBH: Xavier Boys' High
 SMT1(R): SMT Member 1 of Rivendell High
 SMT2(R): SMT Member 2 of Rivendell High
 TL1(R): Teacher Leader 1 of Rivendell High
 TL2(R): Teacher Leader 2 of Rivendell High
 SMT3(G): SMT Member 3 of Guardian High
 TL3(G): Teacher Leader 3 of Guardian High
 SMT4(X): SMT Member 4 of Xavier High
 TL4(X): Teacher Leader 4 of Xavier High

5.2.1 Rivendell High

Rivendell High (RH) school is located in a medium-income suburban area in KZN. The school is a fee-paying, Quintile 5 school. Schools in South Africa are placed in five categories based on the level of poverty or wealth of the surrounding area, with Quintile 1 being the poorest and Quintile 5 the richest. Consequently, Quintiles 1 to 3 are no-fee paying schools, and receive substantial funding from the Department of Basic Education. Rivendell, being a Quintile 5 school, therefore receives much less funding and needs to cover its expenses through school fees and fund-raising initiatives. However, only 10% of Rivendell's learner population actually pay school fees in full at the beginning of the year, and while many learners receive school fee subsidies, others only manage to pay school fees at the end of the year before collecting their reports. As a result, Rivendell experiences financial challenges. Adding to the existing financial constraints at the school, its DoE funds have been drastically reduced.

Rivendell's teaching staff consists of five SMT members — the principal, deputy principal (DP) and three Heads of Departments (HODs) — along with 16 Post Level 1 (PL1) teachers. Table 5.1 illustrates that the person at the helm of this school, the principal [SMT1(R)], kindly participated in this study, as did his deputy principal [SMT2(R)]. Two teacher leaders [TL1(R) and TL2(R)] were selected from this school, as the principal recognised both of them as most effective in their leadership.

5.2.2 Guardian High

Guardian High (GH) is nestled in the hilly terrain of a predominantly Indian, medium-income suburb of KZN. It is a Quintile 4, fee-paying school, and the school fees per annum are R4500. From its humble beginnings with 386 learners and a staff complement of 20, GH now has 848 learners and 31 staff members. Learner welfare and security are catered for with a qualified counsellor, a Covid-19 points person, a discipline officer, a gate-control guard, and a Discipline, Safety and Security Committee (DSSC), which ensures that GH is a drug-free, gun-free and dangerous weapons-free zone. GH sends a strong message to all regarding its discipline policy, seeing that the school is located in a generally 'rough' suburban area. 150 of the learners are in Grade 12. 65% of the learners are of African origin, 5% are Coloured, and the remaining 30% are of Indian origin.

Steering this school are the acting principal and four HODs. The school is well kept, and has large grounds for sporting events. The school offers equipment for sports such as table tennis, soccer, netball, volleyball and chess, and has achieved several provincial and national colours in sports, where TL3(G) has been a key role-player. Other activities are offered through the Interact Club, the Environmental Club, the Maths Club, the Geography Society, the Art Club, and the Book Club, and learners also engage in several scholarly activities such as the Maths Olympiads, Spelling Bee Competitions and Geography Olympiads. GH was established in 1968, and as a pioneering high school at the time it served several surrounding township areas. The school has consistently achieved excellent results in the NSC examinations through the years, with percentages ranging from 95% in 1999 to 99% in 2011, and 92% in 2020 despite the Covid-19 pandemic.

Table 5.1 illustrates that from GH, TL3(G), a PL1 teacher and SMT3(G), a retired Commerce DH participated in this study. However, a note to the reader is that TL3(G)'s first choice of SMT member who had enabled and observed his development to a great extent from the very early years, was in ill health. I therefore had to choose his second option. However, SMT3(G) had undergone a surgical procedure which had affected his speech. Therefore, the data provided by him was restricted to a certain extent. SMT3(G)'s vast 41 years of experience in education (Table 5.1), however, rendered him a valid candidate for participation in his study, as TL3(G) had assured me that for the duration of his 38 years of experience, SMT3(G) had worked with him as his Commerce DH.

5.2.3 Xavier Boys' High

Xavier Boys' High (XBH) has been in existence since 1910 and is a traditional boys' high school situated in a lush, affluent KZN suburb. The school aims to offer quality schooling and boarding facilities to boys from Grade 8 to Grade 12. The school aims to produce excellent results in academic, cultural and sporting activities. To cater for the high-paced learner population of the school, XBH offers state-of-the-art technology and prestigious resource centres, such as a fully equipped Media and Science Centre, and a Visual Arts and Drama Studio, to name a few. With a learner population of 1300, the school's ethos is built upon brotherhood, character, integrity, respect, humility and discipline for the boys. The leadership and management of the school adhere to a strict hierarchy and at the helm of the school is its

newly appointed headmaster. The leadership and management of the school consist of several deputy principals, directors of sports, academic form heads and head teachers. For instance, the Head Teacher of Welfare liaises with the school, parents, learners and community about policies, programmes and welfare issues. Every grade has a Year Advisor, who helps teachers understand the needs of learners. Famous for their sporting prowess, this school is regularly showcased in newspapers and on social media. The boarding house is a place where honesty, accountability and self-discipline are nurtured in the boys. The transformation and growth of the boys are therefore pivotal at XBH.

The Deputy Principal of Culture, SMT4(X), who is in charge of some managerial aspects of Languages as well, and his best teacher leader, TL4(X), participated in this study. I experienced a limitation to this study at XBH as well, in choosing the SMT member who had closely observed and enabled the development of TL4(X). I was unable to include TL4(X)'s first choice, which was his subject head, as she could not avail herself, but SMT4(X) was keen to participate in the study. Since SMT4(X) was a representative of the senior management of XBH, having 40 years of experience (see Table 5.1, page 138), I had to accept his offer as he too had observed TL4(X)'s development to some extent at XBH, and was therefore the best candidate.

5.3 THE MULTIFACETED NATURE OF TEACHER LEADERSHIP WORK

The findings of this study revealed that the work of teacher leaders is as multifaceted and varied as the teacher leaders themselves. The different areas of teacher leadership work are discussed in the sections that follow.

5.3.1 Teacher leaders as reflective practitioners and evolving methodologists

Teaching work involves reflection and implementing different methodologies, but some teachers engage more deeply in this process than others. This study found that the aspect that differentiated the leadership development of the teacher leaders in this study from other teachers was in fact their deep reflection on and critique of their own work and how learners learn. This process urged them to evolve with their changing learners and to devise innovative

methodologies to suit their learners' evolving learning needs. They refused to remain stagnant in traditional teaching practices, which left other teachers more fossilised in old thinking and less creative than the teacher leaders in this study. This theme explores their roles as reflective practitioners and evolving methodologists.

TL1(R) explained that although they were time-consuming, regular reflective practices helped him to teach better and to improve his learners' performances. He explained as follows:

TL1(R): Through time, I learnt that I need do formal and informal testing to gauge if they understood the section, and how much remediation is needed, how useful my lessons have been. It is the best strategy to improve performances. When you work with learners, you learn what they need. I mark today and tomorrow they have their results, I review their tests, reflect on where they are going wrong and why and point it out to them, maybe change the way I do things with them.

TL2(R) came across as a teacher who developed through close examination of her learners. She talked of her constant reflection, introspection and inquiry into her practice, in relation to her learners' contexts and understandings. I found that she believed in evolving with her learners, and by doing so, she became quite intuitive in constructing evolving methodologies to create richer learning experiences for her learners. Some of the reflections that steered her development, sought to answer the following pertinent questions:

TL2(R): How do I get it across? How can I break it down, water it down? Should I draw a diagram to explain a grammar concept? What am I doing? Does it suit these second language learners? How can I make them literate? It's trial and error, every time. Introspect, introspect, introspect!

Her development into a robust, creative teacher was spurred by her stance of thinking out of the box and changing mundane teaching traditions. She illustrated her teaching philosophy as follows:

TL2(R): You cannot sit back and say this is going to work because I have used it for years. You keep on looking for things. You need to evolve with your learners. learners are changing, so methodologies are changing, so are our lesson plans. I don't follow the teaching plan. I look at learners' needs. If I have been asked to teach continuous tense and my learners do not know present tense, I need to teach the present tense first.

Discussions with TL2(R) indicated that if teachers are not willing to go the extra mile, and engage in research on how learners learn, they will remain ordinary teachers. She talked about how she was able to teach complex writing skills in her English language lessons more effectively because she identified and deeply reflected on certain intricate details in her learners' writings. Her close observation and feedback from her learners allowed her to identify learner strengths, build on them, and construct richer learning opportunities for them. She excitedly mentioned the descriptive writing lesson where she felt a sense of success as a teacher as follows:

TL2(R): I learnt to teach descriptive writing recently and it came from the learners but I was sharp to pick it up. I realised that there was some level of sophistication in their writing and so I pushed the bar up. I told them to imagine there is a rich man driving in and describe him. They wrote their pieces that were rich and complex, many spelling errors but richly written! But still other English teachers will teach by reading from the study guide!

She remembered her 'outdoor tree lesson' and excitedly said this:

TL2(R): Another instance was when I took the class outdoors. I had to teach metaphors. Told learners to look at the trees and compare them to humans, personify them. I was shocked and humbled! Oh my God! One learner looked at a drooping tree and said it was sad! The other, found a tree with a lot of knots. He said the tree had bad acne! I could not forget that day! Was it because the trees were tangible things or it was a different type of lesson?

TL2(R) believed that the quotes in Figure 5.1 below best expressed her reflective teaching stance. These quotes focus explicitly on purposeful reflection, and being a reflective teacher. As can be observed from these quotes, there had always been more questions stimulating TL2(R)'s reflection than answers.

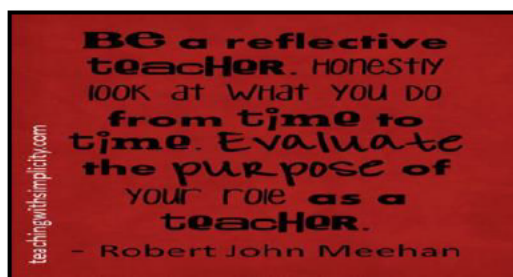
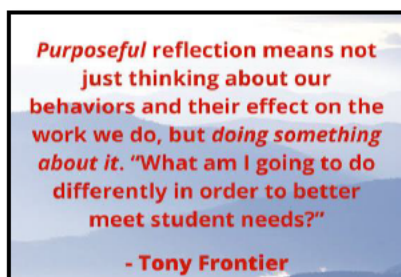


Figure 5.1: TL2(R)'s quotes that best expressed her reflective teaching stance

SMT2(R) applauded TL2(R)'s work, and discussed her observation of this teacher leader's close, dedicated relationship with her learners. SMT2(R) commented on TL2(R)'s attractive qualities and how she influenced her learners She shared the following:

SMT2(R): I'm her immediate supervisor, I know her communication with her learners. It is not about praise, it is her commitment, dedication to her learners is unbelievable! The way she teaches them, pushes them and how she gets her message across. If she's teaching a poem, she will teach them life skills as well and they won't even know about it! She looks to the holistic development of the learner. I have seen her in her classroom, she will walk around, talk about a book, a newspaper article, make learners think. She doesn't lecture down to them.

Likewise, it was habitual for TL3(G) to awaken the minds of his learners through shock tactics and general knowledge flashbacks, which subtly urged his learners to reflect on knowledge and real-life events. He described a typical classroom scenario as follows:

TL3(G): With all the distractions in class, learners cannot focus. So, I keep my classes lively. Today, is the 15th of March? The Ides of March and I give them the story of Julius Caesar being stabbed in Senate. The 6th August? The first atom bomb was dropped in Hiroshima. I use my history and general knowledge to distract them, make them think. You chewing gum? The acid taps are being open, and you don't have breakfast, it's going eat the inside of your stomachs. Then they will reflect and ask questions and the interest is there. Their minds are fresh again, you see?

Being an English teacher, TL4(X) also used reflective practice, modern methodologies and digital platforms to sustain his learners' attention in classes, given that his high-paced,

technologically advanced school had several cultural and sporting activities that diverted learners' attention. The context of the school and the resultant resource availability of learners urged him to choose the digital learning route. This could be observed from his words as follows:

TL4(X): Lots of intricacies used to develop my learners, not just teaching them towards the test but to get them to critically think about things, explore, discuss and make concepts for themselves. Grade 12s had to do a literary speech, I opened to them. I told them they could do a movie or serial that has the literary elements in it. They actually did "13 Reasons Why", a Netflix series, very well. Adaptability is key and using resources for high-paced learners and using PDFs, the computer, You Tube videos and PowerPoint presentations. I even ask them how Shakespeare would be an influencer if he had Facebook or Instagram. What are the things he would say? They were dumbstruck! ...

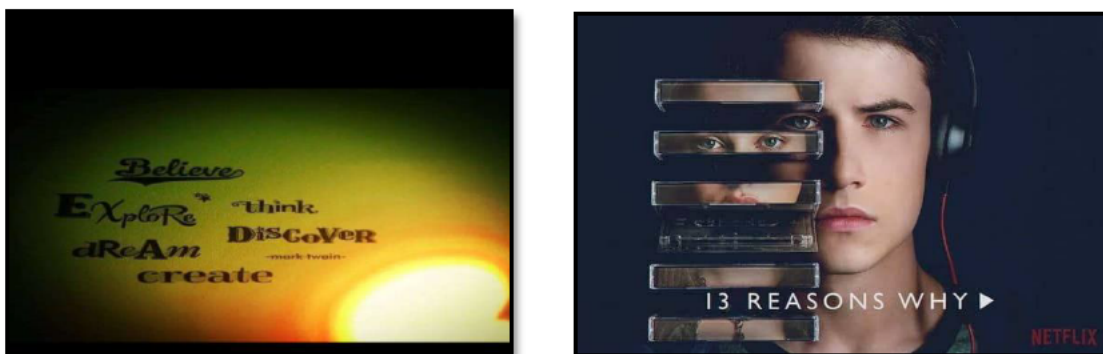


Figure 5.2: (Left) TL4's teaching and learning philosophy and (right) the modern Netflix series *13 Reasons Why*

The findings within this theme suggested that learners' learning needs urged teacher leaders to become reflective practitioners and evolving methodologists, and that the teacher leaders nurtured their own leadership learning and understanding of their learners and their contextual circumstances. This finding directly relates to Palmer's (2018) study, which found that teachers of bilingual learners often conjoin their own cultural and linguistic identities with those of learners, in order to teach more successfully. Furthermore, the findings within this theme supported Farrell's (2015) finding that critical, systematic reflection on classroom practices is

germane to language practitioners, as it nurtures their development by making them more responsible for the actions they take towards their learners in class.

Furthermore, TL2(R)'s identification of intricate details in her learners' work, TL1(R)'s 'gauging' of how well learners understood the content through test statistics, and TL4(X)'s strategy of using modern digital platforms to keep up with his fast-paced learners, constitute types of data collection, as asserted by Richards and Lockhart (1994). The authors posit that after sense-making from such data collection from learners, teachers become more knowledgeable in inventing programmes of intervention and bringing change to their lessons (Richards & Lockhart, 1994). Godwin-Jones (2015) concurs that language teachers are evolvers, and need to change their methodologies and strategies to accommodate the ever-increasing needs of language learners. Similarly, both TL2(R) and TL4(X)'s voices expressed the importance of evolving with learners, and inventing more innovative and compatible methodologies in English language teaching.

Contrary though to Farrell (2015) and Godwin-Jones (2015), the findings from this study revealed the importance of reflective practices by teachers of other subjects too, such as in the cases of TL1(R) and TL3(G), who teach Accounting. Another significant difference encountered in this study, as compared with Palmer's (2018) study, was that teacher leaders in this study encouraged learners to engage in self-reflection, and engaged in self-reflection in relation to how learners learnt, how they as teachers taught, and attempted to find solutions themselves to better practices. In Palmer's (2018) study, teacher leaders discussed reflective practices with other teachers and did not necessarily engage in close exploration of how learners learn. I therefore argue here that the teacher leaders in this study engaged in authentic, context-embedded leadership learning, and understood classroom challenges as opportunities for growth and skills development.

Through their creative, innovative methods of language teaching, TL2(R) and TL4(X) adopted the learning facilitator role, and by analysing test marks, TL1(R) and TL3(G) worked diligently as data coaches, as posited by Harrison and Killion (2007). In addition, in the case of TL4(X)'s use of technological platforms to teach and influence, Reichard and Johnson's (2011) seventh proposition — which proposes that an organisation's technological resources create motivation in leaders, and hence promote leader self-development behaviours — is strengthened. However, the findings here alternatively suggest that in the case of TL1(R) and TL2(R) from Rivendell, and TL3(G) from Guardian High, a lack of technological means may have urged

them to embrace leader self-development behaviours from natural, context-embedded opportunities in the classroom. This aspect challenges Reichard and Johnson's (2011) leader self-development theory (LSDT).

As teacher servant leaders, the teacher leaders from the three schools clearly have foresight, which enables them to visualise the benefits of futuristic learning methods that may be more beneficial than current practices (Greenleaf, 2003). As reflective practitioners and evolving practitioners, the teacher leaders in this study believed that being fossilised in old teaching styles would only be to the detriment of their learners, so their teaching style evolved with their learners' learning styles. Constant reflection has helped them to develop more innovative methodologies to suit their learners' needs.

In the following section I move on to discuss teacher leaders' work as change agents at the three schools.

5.3.2 Teacher leaders as school-wide and community leaders

The teacher leaders in this study managed to increase their spheres of leadership influence through their participation in school-wide improvement efforts and community initiatives. For instance, TL1(R)'s leadership development found wings largely through his extensive portfolio at school, which saw him being involved in school bodies that had a huge impact on functioning of the school, such as the finance, safety and security committees, and the school governing body (SGB). He additionally committed himself to religious work in the community. Similarly, TL2(R) offered community tuition in partnership with tertiary institutions and worked on fundraising initiatives with non-governmental organisations (NGO's). TL3(G)'s position as Athletics Master and his position as Head of the Representative Council of Learners (RCL) and Prefect Committee assisted him to become a known personality in the community, and through his work with the marching band, TL4(X) built school-community partnerships through band performances.

TL1(R)'s leadership development was to a great extent nurtured through his involvement in school initiatives and committees, and in his community as a pastor. On my first day in the field, I found TL1(R) in one of the classrooms, hovering over several piles of worksheets that he had been photocopying and organising for his learners. He explained that the only time

available for photocopying was the weekends at the school, since his daily schedule in and outside of class was too hectic. Regarding his teaching work, TL1(R) explained why his schedule was so hectic. I learnt that much of his time was spent on extensive involvement in the school and the community. He said this:

TL1(R): I have been a Cluster Co-ordinator for Accounting for about 10 years, a matric marker for 15 years and a senior marker for the last eight years. I am on the School Governing Body ... internal auditor ... sports committee ... relief tally master. And co-ordinate the entire sports activities of the school. I am on the Disciplinary Committee ... conflict resolution processes and the Principal calls me in there too. I am in the Finance Committee too. I work closely with school management and the Principal ... we tend to get involved in a lot at school but we rope others in as well. I am involved a lot in fundraising at our school. Like we raised about R50 000 net in a recent fundraiser.

In my talks with the principal of Rivendell High, I learnt that throughout TL1(R)'s career, he has been able to undertake his teaching duties and managerial tasks successfully. The principal related that at times official management staff found certain tasks that TL1(R) was able to successfully complete to be difficult. The principal, SMT1(R), appreciated TL1(R)'s skills and remembered his other duties as follows:

SMT1(R): While he is not on official management level, he can undertake and execute management level duties better than some of my management staff, ... does so much more than an HOD does. He's serving on the SGB ever since I remember. Very good Programme Director, very articulate, well spoken, good sense of the right brand of humour. He does the ground duty roster, the relief tally, detention duty roster. His vast experience in timetabling skills has benefited our school from back in the day when he did it manually to now when it is computer driven.

SMT1(R) believed that participation in school committees, and motivation and support from SMT members, were key in building TL1(R)'s comprehensive portfolio described above, and he explained his role in selecting TL1(R) for the roles highlighted above. He related the following:

SMT1(R): I roped him in on numerous occasions and I don't want to take credit for it and I am not fishing for compliments either but I think I brought that out of him, to take

on certain responsibilities because he was always willing to venture into new things and learn, so I tasked him with certain roles and responsibilities. His previous HOD saw potential in him and with my permission, sought him out to take on certain portfolios from back in the day.

In corroboration of the above, TL1(R) wrote in his RJE about how people trusted him and spurred on his development:

TL1(R): I cannot take the credit for all that I accomplished. There were many people along the way that gave me opportunities to handle certain tasks. There were others that saw in me potential to do certain things and they put their complete faith in me in getting the job done. These individuals were instrumental in allowing me to gain the wealth of experience and knowledge that I now have. I am in debt to them for my holistic development as a teacher, which has made me very confident in the classroom and in the school environment in general. I feel more empowered!

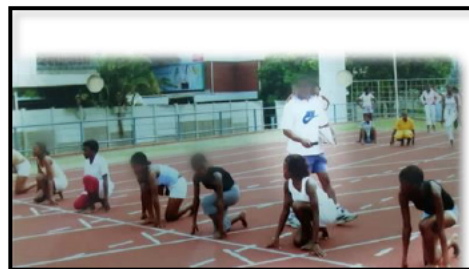


Figure 5.3: (Left) TL1(R)'s early leadership success, when the school volleyball team won the zone tournament in 1997 and (right) School Athletics Day at Kings Park which TL1(R) organised in 2005. SMT members 'roped' him in and believed in his leadership ability.

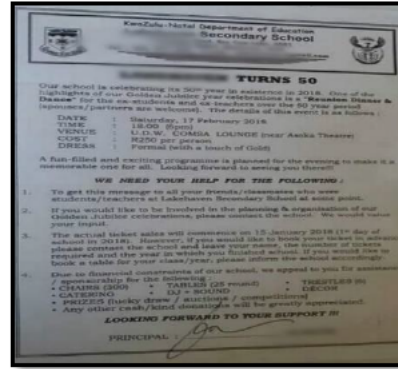


Figure 5.4: (Left) TL1(R) worked with TL2(R) at this Rivendell Fundraiser: TL1(R) (centre), SMT1(R), with a previous learner of the school who donated sports gear to Rivendell High. (Right) Invitation to fundraiser requesting sponsorship.

TL1(R) enthusiastically talked of his school and community involvement in Church work, and related that people look up to him as a theologian, pastor and lecturer at his Bible School. He attempted to uplift and bring communities together through praise, worship and words of encouragement. He shared the following:

TL1(R): I am also the Deputy Principal of my Bible School. I also do free, volunteer tuitions for Matric learners from my Church for two years. After school, I go to Church, teach them and they finished their matric last year. I am linked with many community members from different areas as I do a lot of Church-related stuff. I preach to families and graduates at the Bible School, whom I coach as well. We have Bible Graduations every year.



Figure 5.5: Leading and inspiring learners through a Bible College Lecture in 2019.

In the interviews with TL2(R), I learnt that she too was quite proactive in school-wide commitments and took on significant leadership roles in her teaching career. She introduced her roles, duties and responsibilities as follows:

TL2(R): We don't have a Head of Department, so I am helping the Languages department with both English and Afrikaans. I am a Grade Co-Ordinator of one grade so I take care of that grade, provide guidance, notes, resources to the teachers in that grade. I have been a Senior Marker at the NSC Marking centre. A Cluster Co-ordinator... Union Site Steward as well for a while. I like to involve myself in fundraising in events out of school with Mr ... [TL1(R)], the principal and Deputy Principal. I am very passionate about my learners reading so I have done much work at school in establishing a working library at school with the Deputy Principal.

SMT2(R) observed the following about the work ethics, demeanour and other work-related aspects of TL2(R):

SMT2(R): She's absolutely dynamic! She's the Acting Head of Languages, she manages the papers, she's on time, she hands out her due dates, follows up on teachers. She goes out there, doesn't say this is what you need to do and leave you to flounder, no. She will help you to the end. Excellent at management. She's consistent and goes the extra mile even with new teachers, develops them. She does time allocations, textbook ordering, she takes decisions on a school level, and she does the Languages finances. Did you know she's a block supervisor? She's not an easy person, she's strict but fair. If she sees a delinquent or absconding learner, she will bring him to me, irrespective of them being her learner. She looks around, watches what's happening.

In her RJE, TL2(R) she wrote her thoughts about her job. This is what she wrote:

TL2(R): At the back of my mind, I'm forever grateful that I have a job — the most important job in the world. Ours is a noble profession and if we see it like that, we will live up to it! Shaping young minds, you see the gravity of the responsibility, then you live up to it. That's what our profession is about. To touch and inspire, to genuinely care!

TL2(R)'s community work included serving the local, national and international community in several ways. She explains how she represented South Africa at the United Nations and in Switzerland, and other initiatives in the following narrative:

TL2(R): I took a troupe of learners who did fusion dance, a mix of Zulu and Indian dance moves, to the United Nations and even to Switzerland. Tomorrow I will be on a radio programme enlightening the community on our school's needs for books, it is how I get help for our school. I am working closely with a few tertiary institutions and assisting in Matric re-writes and I worked in Hammarsdale in a Zulu community in the Rainbow Community Project.

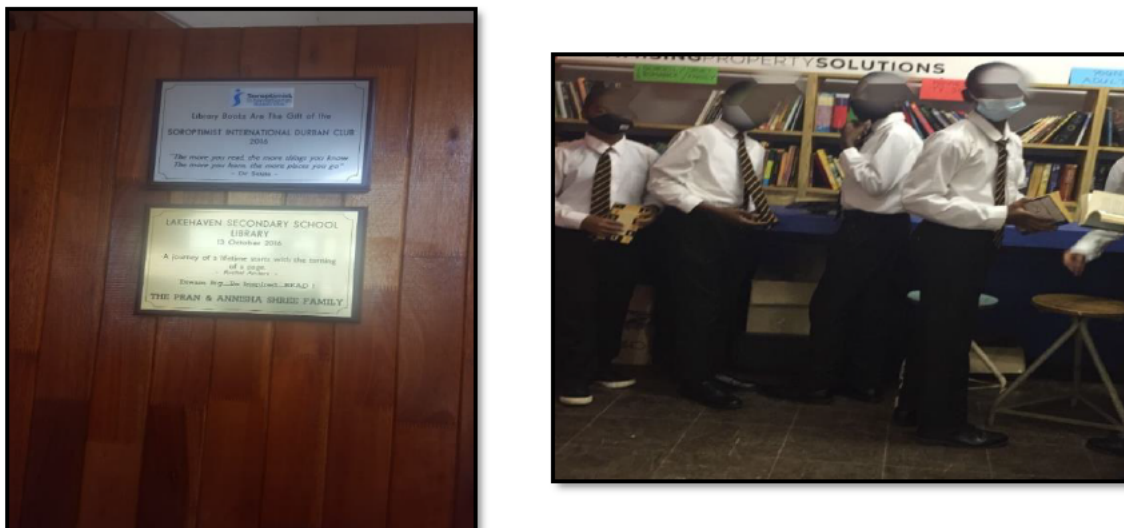


Figure 5.6: (Left) TL2(R)'s work involved sourcing finances and sponsors that made Rivendell's library a possibility; (Right) TL2's influence attracting young patrons to the school library.

Similar to TL1(R), TL3(G) at Guardian High is an Accounting specialist and served on the SGB, the Safety and Security Committee, and the Disciplinary Committee, and had been Cluster Co-Ordinator in the past. However, apart from these roles, he served as a school leader in the following roles:

TL3(G): I am a TADA (Teenagers against drug abuse) representative at school, so I organise meetings with TADA and take learners to career conventions, etc. Cascade

training and information from TADA to teachers and learners, engage in necessary counselling if needed and offer extra tuitions as well. I am the Prefect Master and Head the RCL body at school and manage them.

In addition to the above roles, SMT3(G) remembered other activities of TL3(G) as follows:

SMT3(G): ... Master of Ceremony. We used to host the Natal High School tournaments and he would also manage and arbitrate the event as Director of Sports. His judgement is very fair. He always volunteered his assistance in sports, always willing ... As Prefect Master, he would shortlist, interview, rank and appoint prefects very meticulously.



Figure 5.7: (Left & centre) Accounting excellent performance certificates awarded to TL3(G), evidence that he has been able to influence his learners towards excellent performance and pass rates at GH; (Right) Certificate from the University of Natal awarded to TL3(G) commending him on his commitment, willingness and fairness in sports management.

On my first field day at XBH, I was introduced to a very young, excited and vibrant TL4(X) by SMT4(X). An English teacher like TL2(R), he explained his work as follows:

TL4(X): I am an English teacher to grades 10–12 ... Subject Head for the GET Phase ... Director of Culture, I am in charge of the school debates, the Toastmasters which is a leadership programme where I coach the boys. I am not so involved in sports but officiate at school swimming galas. The school is very busy, involved in sports, culture

and academics. I am Programme Director for school events. I head the school marching band and the choir. The band is my baby!

In his RJE, TL4(X) expressed his passion to develop his learners and colleagues, and believed that a teacher's core aim ought to be moulding others to become better, more constructive individuals:

TL4(X): I think that it should be every teacher's aim to assist in the development of their learners and their colleagues. Why are we here if we're not aiming to help people develop better versions of themselves?



Figure 5.8: (Left) Image of all the ‘busy’ sporting, cultural and academic activities that TL4(X) officiates as Programme Director; Toastmasters Club emblem (Right) where TL4(X) creates more learner leaders that compete on national and international fronts.

SMT4(X) felt that professionalism and commitment were effective leadership qualities and were the reason for TL4(X)'s success in leadership. He said this:

SMT4(X): He's totally committed, really professional, to the "T", really works hard, he wears his career on his sleeve, goes the extra mile every time. His subject knowledge

is up, technology is up, fast paced. When I pass his class, whiteboard is up, PowerPoint is up!

TL4(X) worked with the marching band of XBH, and together they served the community with music and band performances at sporting events and even assisted old age homes as well. He escorted his band to all these events outside of school time, implying that TLD does not only happen in a classroom or in a school, but can occur successfully in the community. Indeed, teacher leadership work is multifaceted and requires teacher leaders to have interpersonal skills and love for community building, as can be deduced from the following extract:

TLA(X): The band played at the Nedbank PSL games and the boys often go visit the old-age homes. Just play some music for them and take some cupcakes for the senior citizens you know? The band's gigs come from the community so there is community interaction there too. They play music and we use the funds for the band.



Figure 5.9: TL4 (X) and his famous Marching Band playing at the Nedbank PSL at the Moses Mabhida Stadium. TL4(X)'s crisis management and motivational skills were necessary during band performances at big sporting events.

This finding that the teacher leaders were school-wide and community leaders resonates strongly with a study conducted by Martin (2018) (Chapter 2, section 2.7.2, page 68), who found that teacher leaders have the potential to lead successfully and effectively in various contexts at school and community level. Martin (2018) therefore concludes that teacher leaders should not find excuses for 'not leading'; rather, they should lead willingly and confidently

(Martin, 2018), as leadership is obligatory and is not an option for teachers (Zepeda et. al, 2013). However, the findings also show (in Chapter 6, section 6.5.5, page 249) that many teachers are reluctant to lead, and resist taking on responsibilities as heads of school projects or committees. This results in the teacher leaders continuing to volunteer for those duties too, only to be overwhelmed and overburdened. This was a notable challenge for TLD at Rivendell High, more so than at Guardian and Xavier High. However, the teacher leaders in this study worked with their SMTs and other stakeholders on a wide spectrum of school and community work, and were able to bravely move out of the comfort zone of the classroom and take on several responsibilities, the sum of which most teachers would normally find overwhelming. Consequently, their ‘initiative taking’ stance and multitasking ability are features that set them apart from other teachers, and this commitment made them more eligible to be selected by SMTs for other leadership roles.

Moreover, this finding resonated well with Aris (2021), who found that TLD is spurred by taking on more responsibility for colleagues and others. By taking on responsibilities in relation to Church, parents, learners and sporting communities, the teacher leaders in this study were successful in increasing the leader influence threshold from a few to many, as asserted by Aris (2021). Huang (2016) (Chapter 2, section 2.3, page 26) describes this scenario as private teacher leadership influence becoming public. Interestingly, in Chapter 2 (section 2.3, page 26), Crowther et al. (2002) and Crowther and Olsen (1997) add that this necessary movement into community leadership improves the quality of both the school and the community, and reflects how teaching has the power to better communities anywhere, despite the context. This finding of teacher leadership in the community indicates an advancement over the Grant (2006, 2008, 2012) teacher leadership studies discussed in Chapter 1, which indicated that teacher leadership was restricted to classrooms and schools.

The work described by the teacher leaders within this theme supports Harrison and Killion’s (2007) finding that teacher leaders enact the role of school leaders by serving on various school committees, and being involved with district and community initiatives. Significantly, the teacher leaders in this study moved teacher leadership work beyond school boundaries, aligned their own visions with their schools’ vision, and shared responsibility for the success of their schools within their communities and districts. Furthermore, the teacher leaders in this study operationalised the ‘healing’ and ‘persuasion’ attributes of servant leadership (Greenleaf, 2007), as they persuaded colleagues and learners to participate in negotiation and motivational

processes through disciplinary committees, TADA conferences, the SGB, prefect and RCL bodies, the Toastmasters' Club, in acting DH positions, and in the library project at school. Moreover, they demonstrated the stewardship trait of servant leadership (Greenleaf, 2003), since their extraordinary efforts towards school improvement aimed for a better, more productive, more knowledgeable society (Barbuto & Wheeler, 2007).

The SMT member voices indicated that they were drawn to teachers who demonstrated efficient management and communication abilities, articulate speech, and excellent subject knowledge, and who were able to work with colleagues, learners, and internal and external stakeholders successfully in various contexts. These abilities, again, set the teacher leaders apart from their other teacher counterparts. The teacher leaders in this study were constantly aware of the gap between the current state of society and what it ought to be, and went beyond the school to bring positive transformation to the communities around them as school leaders (Harrison & Killion, 2007). As servant leaders, the teacher leaders nurtured “professional learning opportunities” (Crippen & Willows, 2019, p. 175) for people from different communities — from the school, tertiary institutions, disadvantaged communities and religious communities — thereby operationalising the community building trait of servant leadership (Greenleaf, 2003). Reichard and Johnson’s (2011) LSDT emphasises the importance of such effective collaboration between formal and informal bodies, as it creates dialogic platforms for leadership learning to occur.

This theme additionally revealed that for TLD to occur, teacher leaders needed to ensure the effective functioning of the school as a whole, so that classrooms became spaces conducive to teaching and learning. Consequently, they volunteered to head projects and engaged in learning and collaboration with SMT members that steered their schools forward. The well-being of communities is equally important, as schools are influenced by the communities that the learners come from. This implies that teacher leaders should not shy away from joining community projects, as these endeavours instil confidence in them when their good work receives recognition from both the school and the community. This finding has likewise revealed that the teacher leaders were able to multitask and establish a balance between teaching and leadership beyond the classroom, but their own initiative and the support of the school and community were of paramount importance.

The next theme explores how the four teacher leaders in this study worked as effective teacher development agents.

5.3.3 Teacher leaders as effective teacher development agents

As teacher development agents, the teacher leaders in this study developed the necessary knowledge, expertise, and interpersonal and collaborative skills to nurture their leadership development. They strategically used their roles and skills as experienced peers to effectively develop teaching knowledge, expertise and skills within their colleagues. The proverb “Give a man a fish and he will eat for a day, teach a man to fish, and you will feed him for a lifetime” was brought to life by the actions of the teacher leaders in this study, as they empowered their colleagues by developing them in various ways and for various purposes. I found that the teacher leaders, to a smaller or larger degree, were quite active and were keen on developing their colleagues in their own unique ways. They nurtured the development of others, using the opportunities created by their positions at their schools. For instance, TL1(R) talked of his role as a teacher development agent as follows:

TL1(R): I do peer appraisals in IQMS for the Commerce Department, we discuss curriculum matters at school. So even in my marking centre, as senior marker, I also develop the other teachers in methodology and content. I do curriculum development with my network of teachers as Cluster Co-ordinator. They will then go to their schools and implement those strategies and come back the next year and say that they used my methods and it worked!

Out of curiosity, I sought to learn about how TL1(R) worked as a Cluster Co-ordinator, which is a supervisory role with more authority than a PL1 teacher. As Cluster Co-ordinator and senior marker with supervisory capacities, however, he felt that he was viewed as an authority figure. This instilled a sense of boldness and confidence in him, and perhaps made it easier for him to mentor and develop other colleagues unrestrictedly, as he was aware that his leadership would not be viewed negatively, but rather supportively. He explained as follows:

TL1(R): Maybe as a cluster-co-ordinator I am more free to advise because the advice then is coming from someone who is co-ordinating and not a Post Level 1 teacher and the advice will be taken in the right context because of the position I have.

TL1(R)’s main motivation for acting as a teacher development agent was his critical awareness of the negative impact of ‘not empowering’ others. His belief was that it would be a huge loss of human capital and skills development if experienced teachers like him left the school without transferring some skills to others. He raised his concerns as follows:

TL1(R): *I believe that teachers should be trained. You see, if somebody leaves the school, the school should be able to function as if that person is still there. That is why, I will not only show them, I will also empower them and teach them so that they can do it on their own if they have to.*

I asked TL2(R) about her work with her colleagues, and learned that she nurtured her colleagues' teaching skills through supervision as an acting DH and through resource provision. She shared the following:

TL2(R): *I personally compile these booklets, so learners get the best and I share with everybody, like the other teachers use my resources and simply teach. At the marking centre, we discuss teaching and learning issues and I share these booklets. I am quite a thief, I will get resources from wherever I can, put the best together. In the Languages department at school, I offer my suggestions and guide grade 8–12 teachers in curriculum teaching and planning as acting HOD. I advise teachers on the levels and aspects of work to be done per grade.*

SMT2(R) believed that TL2(R)'s resource provision reduced teachers' workloads and provided them with quality teaching materials, which allowed them more constructive teaching time. She said this:

SMT2(R): *She gets along very well with her colleagues but knows when to keep her distance when needed. When it comes to English, she's top of her game! She prepares everything, I simply stand in front of the class and teach. Her booklets are like guaranteed the right thing! Other schools are using her booklets, so they focus on teaching. She helps all of us in the English department. An absolute team player! An excellent resource provider, always helping, instructing other teachers. She will even follow up on me and check if everything is done in terms of school day. She's an all-rounder. She sits and develops younger teachers, right up to bundling their scripts.*

Being a passionate team player, TL2(R)'s RJE reflected similar sentiments about teacher development and knowledge empowerment. She wrote this:

TL2(R): *I encourage all teachers to develop the ability to be team players. A successful leader has to emphasize the sharing of resources, feeding off others' experiences, helping each other etc. Colleagues have a wealth of knowledge that we can access to*

help in our development. On the flip side, there's a lot we can pick up as well on what we should do and avoid.

In his 38-year teaching career, as indicated in Table 5.1, TL3(G) first started as the Athletics Master at GH and still fills that position. He related that he promoted teacher-learner collaboration on a deeper level through his instruction and guidance to both the teacher and learner population for sporting events. Remembering other strategies for development, he said this:

TL3(G): I workshop everyone, teachers and SMT. Delegate duties, within sports management, RCL elections and prefect-ship duties and technicalities. I have had to train all teachers ... show them how the field is marked, shot put judging, even if others are judging, teachers should know ... There in the glass cabinet are my resources that I share with others, we have an open door policy, any teacher can come in and borrow from it, ... and I do go into their classes, on request from them, when learners trouble or to teach a specific strategy. They see how I teach a specific aspect and ask me to come to their class and show them.

However, in relation to developing their fellow teacher colleagues, some teacher leaders explained that teacher development was not an easy task, as not all teachers view development positively. For instance, TL4(X) shared these sentiments:

TL4(X): The older staff are not susceptible to change, younger ones are more open to changes. First-year teachers insist that they will manage without assistance. So, I let them make the mistakes and then assist, they are more willing to accept help after that.

Regarding the development of teachers, teacher leaders from Rivendell and Guardian High mentioned the lack of time at school for the development of teachers in content, methodology and classroom management, and a lack of guidance from their HODs in curriculum development. I was curious to know why TL4(X) from Xavier Boys' High did not emphasise a lack of time for teacher development initiatives. He talked of subject meetings, team coaching and marking as effective strategies for teacher development. Firstly, he said this:

TL4(X): Normally we have subject meetings every second Monday during assembly. So it is a whole hour. All pupils go to the hall for assembly, prefects handle the assembly so teachers don't stress about learners. Teachers then have that time to meet and

engage in meaningful discussions on subject matter. We learn from each other and help each other.

Secondly, he mentioned a supportive strategy for teacher development that XBH offered their teachers, as follows:

TL4(X): If certain teachers are struggling, we meet them out of class, my DH and I. We help them through areas they feel tough. We analyse marks and sit together to understand why a certain class did not do well enough. In exams, we do team marking, one teacher learns just one section of the memo and marks that one section like in the NSC marking centre. But we all sit and discuss the memo, mark allocation etc. As the GET [General Education and Training] Subject Head, I work with my teachers with curriculum planning and help with challenges they may have.

The above affirmation by TL4(X) gives a good impression of the leadership qualities of the learners at XBH, and effectively aligns with the school's goal of the holistic leadership development of the boys at XBH, highlighted in section 5.2.3 (page 161) in the profile of the school. TL4(X), in his supervisory capacity as the Subject Head of the GET Phase, engaged in a great deal of teacher development work during subject meetings, team coaching and marking sessions, while his colleagues built on their knowledge of teaching pedagogies and learnt how to handle teaching challenges. This indicates that teacher leadership thrives in schools where support is readily available. Likewise, school managements ought to make conscious and deliberate efforts and special arrangements to facilitate collaborative teacher learning for TLD to thrive.

SMT4(X) discussed the strengths and abilities of TL4(X) and the teacher leader's relationship with his colleagues. He insisted that TL4(X)'s close relationship with his Subject Head and other teachers, and his compassion towards them, assisted him in developing others. He asserted the following:

SMT4(X): He gets on very well with his colleagues ... helps in whatever area he can ... he's been very good ... I often see him chatting to his Subject Head, working towards subject improvement. He's been excellent in class and his Subject Head has worked closely with him, he's always prepared to go the extra mile and work hard. Even I go to him, I tell him I came in the old system, filling marks by hand, he often helps me too to enter the marks electronically, he never says "No" to anyone.

TL4(X) also talked about being younger than many of his other colleagues, and how he learnt to negotiate relationships with his older colleagues in a way that strengthened these relationships over the years. This development occurred as he spent more time understanding the personalities of colleagues. He said this:

TL4(X): I am very diplomatic, I've learnt you can't just say anything, you need to take some time to think about what to say ... compromise with teachers not co-operating. You get better the more you deal with it, the more you gain skills.

The above strategies that ensure smooth collaboration and promote team teaching were unique to XBH, where the HODs made effective use of time at school, collaborated with teachers, and consciously developed their content skills and methodologies. Not only did team marking result in teacher confidence and standardisation, but it equipped teachers with the skills needed to mark at the NSC marking centre as well, as the same protocols are followed at XBH, as asserted by both TL4(X) and SMT4(X).

The actions of the teacher leaders in relation to collegial skills development support Nurkartika and Hartini's (2021) finding that when teacher leaders use "shared and supportive leadership" with less-experienced colleagues, they nurture a school culture that is "harmonious, active and open" (Nurkartika & Hartini, 2021, p. 276). Additionally, the teacher leaders' work as teacher development agents validates Trabona's (2020) finding that as teacher leaders develop others, they enhance their own skills and expertise, and become valuable assets for their schools, thereby increasing the social capital of their schools. However, neither Nurkartika and Hartini (2021) nor Trabona (2020) mention that when teacher leaders work with difficult peers, their experiences strengthen their interpersonal relationship skills, diplomacy, patience and humility. Other less enthusiastic, more difficult teachers are thus drawn to the humility of teacher leaders and invite them to develop their skills, as evident within this theme. Hunzicker's (2017) study (Chapter 2, section 2.7.2, page 68) likewise found that the teacher leaders [similar to the teacher leaders in this study] developed a stance or belief in relation to leadership, and embraced opportunities for leadership learning, which motivated them to take the initiative to improve. As teacher development agents, all the teacher leaders used their strategic positions to nurture the development of others around them. Chapter 6 elaborates more on the external and innate factors that enabled the development of the teacher leaders themselves.

As learning facilitators, the teacher leaders developed their colleagues by creating fruitful learning opportunities. As instructional and curriculum specialists, the teacher leaders assisted colleagues in implementing the most effective teaching methods, and as curriculum specialists the teacher leaders assisted their colleagues in understanding various facets of the curriculum, instruction and assessments (Harrison & Killion, 2007). This theme likewise illustrated that teacher leaders were critically aware of the need to develop teachers and the positive impact it had on their schools. However, teacher leaders were patient and understanding, and compromised with reluctant teachers in order to gain favourable support. This ties in well with Greenleaf's (2003) servant leadership attribute of foresight, where servant leaders are able to predict the impact of their actions or inaction on their organisations.

In addition, this theme significantly illustrated just how important a climate of collaboration, collegiality, unity and understanding is for the success of TLD, validating the central argument in this study that leadership development occurs through the interactions of many individuals, processes and systems. Consequently, for TLD to occur, teacher leaders should unite and build a collaborative school system with other teachers and SMT members based on learning experiences, so that the knowledge, skills and expertise of one teacher may be transferred to another. Within this theme, TLD occurred as teacher leaders built on teaching strengths and remedied weaknesses through dialogical platforms, and by teaching and learning from other colleagues. This theme focused on the work of teacher leaders in developing others.

Teacher leaders can also be effective mentors that lead by example, and this role is discussed in the next theme.

5.3.4 Teacher leaders as mentors, leading by example

I learnt that as teacher leaders enacted their multifaceted roles, they unknowingly mentored others and led by example, which allowed them to influence others more efficiently. For instance, in being a trusted public figure and educational professional, TL1(R) believed strongly in leading by example, as he believed that one's mannerisms reflected one's inner, true self. He said this:

TL1(R): You know, you have got to walk the talk. The manner in which you carry yourself, tells a lot about you. I think when people look at me, that is what they see.

Perhaps that is why people trust me and approach me, maybe it's the way I am or carry out myself. Like I tell my classes that you will never find a newspaper on my table, or a cup on my table because I tell them if I don't expect you to eat or drink in class then I can't do it either. They too, they try to emulate what we do.

SMT1(R) agreed that TL1(R) was in fact an admired mentor, leader and role model at Rivendell High, and he explained that the school leveraged TL1(R)'s mentorship skills and deliberately placed him close to developing teachers, so that his skills could be transferred to them. He discussed his strategy as follows:

SMT1(R): We've put another teacher next door and she has poor discipline, we put her there on purpose hoping that his positive influence will rub off. We always have a joke at school, if you have any department official call at the school, always ask them to walk past Room 48 and they will leave the school with a positive impression! I have seen tremendous growth and development in a very inexperienced PE [Physical Education] teacher who was under his mentorship. He is excellent in upskilling, mentoring admin staff too, did it several times for the school, that's another feather in his cap!

TL1(R) shared a picture of his learners with their trophies as he talked of his mentoring role as a teacher with his learners, illustrating his dedication and loyalty to his learners in academics and sports alike. Figure 5.10 below shows this picture of his athletes winning Natal colours, as well as a picture of his leadership awards from Church.



Figure 5.10: (Left) TL1(R)'s athletes won Natal colours again! (Right) Leadership Awards from Church motivated TL1(R).

SMT2(R) similarly talked of the mentoring and influential role that TL2(R) played at Rivendell High with both learners and adults. Working with TL2(R), SMT2(R) often found herself mesmerised and impressed by TL2(R)'s mentorship, as she clearly indicated in the following extract:

SMT2(R): She's superb with the learners, she talks their language. Learners are intimidated to approach me, but they will approach her, as much as she's strict they know she will listen to them. When her students talk about her, I can see the awe in their voices about her. You can see their development under her mentorship from grades 10–12, they become mature thinkers. When she walks, learners follow her, admiring her, looking up to her as a mentor, role model. She does not breach the teacher-learner space but is in complete touch with how they feel and if something is wrong, she can be a mother and teacher in class ... she has developed and can develop them. Like even in fundraising, she uses her charm and charisma ... I really admire her, love working with her.

TL2(R)'S RJE similarly reflected on the benefits for her colleagues of her willingness to lead by example. She wrote as follows:

TL2(R): Firstly, you have to lead by example. The diligence, passion and commitment a leader displays himself is the best way to inspire the growth of these qualities in the rookies trying to find their feet. Let the young teacher or learner observe you in the classroom whenever possible. I remember in my first year of teaching getting many tips from my HOD at the time on how to structure my lesson plan, classroom discipline, etc.

Figure 5.11 below shows artefacts from TL1(R) and TL2(R) that show them leading by example, as mentors. TL1(R) is shown transforming society through positive role modelling and 'walking the talk' at Church, where he gives inspirational and spiritual lectures and talks, and is pictured with the Bible School graduates he mentors. TL2(R) is shown being handed an award for best teacher by a learner, and inspiring learners to read from the Teenage Fiction Section of the library.



Figure 5.11: (Top left) TL1(R) transforming society through role modelling at Church with inspirational and spiritual lectures and talks; (top right) TL1(R) (back, centre) with the Bible School graduates he mentors; (bottom left) TL2 (R) being handed an accolade for best teacher by a learner; (bottom right) TL2(R) inspiring learners to read from the Teenage Fiction Section.

TL3(G) similarly believed that mentorship was a significant part of his duty. He remembered one teacher who had been under his mentorship, and her appreciation of him. He said this:

TL3(G): Before she left, she gave a speech, presented me with a coffee mug which said, “Mr ... Best mentor”. Like her, many have shown their appreciation. But remember, it’s part of my job as a Master teacher, one of the things is to mentor.

Figure 5.12 below shows this coffee mug, as well as a candle holder with an inspirational quote that was given to TL3(G) by a learner who had benefited from his mentorship.



Figure 5.12: (Left) “Best mentor” mug handed to TL3(G) by a teacher mentee; (right) a candle holder given to TL3(G) by a learner who was influenced by his mentorship.

TL3(G) was equally passionate about leading by example, and explained the importance of modelling healthy habits and behaviours as follows:

TL3(G): Learners will tell me, “Sir, you ran so well”. I will tell them, “I don’t smoke, you see? If you smoke, you can’t run so fast.” So, they switch and change, now you see what is happening? You need to constantly influence the youth in every stage in the way you dress, in the way you carry yourself, your mannerism.

Similarly, TL4(X) increasingly took on strategic mentoring roles as a leader of learners, in order to develop learner leaders through public speaking forums such as debates, the Toastmasters Club, and even at XBH assemblies. As a result, his learner leaders were able to manage the assembly and the choir at the school on their own. This is evidence that through his leadership influence and guidance, he was able to develop learner leaders, which was his core goal. Through his coaching and mentoring skills, his learner leaders were able to secure several victories at provincial and national level. His mentorship ideology is apparent in the following extract:

TL4(X): As a Programme Director, I use different tones to control the crowd and the boys listen to my voice and manage the band from afar. You want to transfer your skills to others so that they can transfer it. I think I do that with the boys in the Toastmasters and debating clubs. I teach them to speak in public, look people in the eye with

confidence. They can run the band, the assembly and the choir on their own now, compared to before me.

Figure 5.13 below shows TL4(X)'s learner leader Toastmaster graduates with their certificates, and the band members whom he successfully mentored to manage the band on their own.



Figure 5.13: (Left) TL4(X)'s learner leader graduates with their Toastmasters certificates; (right) TL4(X)'s learner leaders managing the band on their own.

I was curious to know about the nature of the recognition that the teacher leaders received from their SMTs and, sadly, these were some of the responses:

TL1(R): No, very little of that comes our way. Like I was chosen as an effective leader and I did not know it until you approached me. That is why, whenever I get a chance, I praise the good work of people, because it makes you feel good.

TL3(G): Can you believe it? You came to the school and gave the criteria to the principal. Of all teachers he chose me for this study. But he never told me that I was chosen because he considered me the most effective leader. So that is how it is. We are used to it.

This ‘mentor’ role and its related attributes is integrated into the leadership role of teachers within the Norms and Standards for Educators policy (Republic of South Africa, 2011), which advocates that teacher leaders inspire others through the professional behaviour that they demonstrate. This finding that teacher leaders mentor others through leading by example ties in with Flores (2018) (Chapter 2, section 2.7.2, page 68), who similarly found that the mentorship demonstrated by teacher leaders nurtured their own, their learners’ and the community’s learning. However, contrary to Flores (2018), this study revealed that even in the absence of a deliberate, planned developmental programme, teacher leaders leverage everyday opportunities to mentor their learners and colleagues. Furthermore, what surfaces from this study on TLD, which was not clarified in the Flores (2018) study, is that the teacher leaders were able to nurture their learners’, their communities’ and their own learning, owing to their close engagement and healthy relationships with the learners and communities, which gave them a strategic advantage in being able to exert an influence. Moreover, the teacher leaders’ approach of ‘leading by example’ further acted as a motivational factor for TLD that instilled a level of trust in their learners and communities, which stimulated followership.

In addition, the professional mentorship behaviour of the teacher leaders towards improved performances resonated well with a study conducted by Parlar, Cansoy and Kilinc (2017), who found that a supportive school culture based on trust, where teacher leader work is recognised and supported, promotes teacher’s professional behaviour. However, contrary to Parlar et al. (2017), the evidence within this theme did not point to any verbal, face-to-face recognition by the SMT of the teacher leaders in this study, yet TLD still thrived. This points to the high level of resilience of the teacher leaders. As much as the SMT participants praised and recognised the good work of the teacher leaders in this study during interviews with me, TL1(R) and TL3(G) expressed their disappointment at the lack of praise and public recognition for jobs they did well. The teacher leaders asserted that as much as they considered their work a duty and never expected any kind of recognition and praise, when they did receive this from their seniors it was a strong motivation and helped them to keep up their spirits.

The findings within this theme supported Reichard and Johnson’s (2011) LSDT, which proposes that positive feedback from formal and informal leaders works towards motivating leaders to develop leader self-development behaviours. The mentorship role is also recognised by Harrison and Killion (2007) as an effective TLD role. Notably, the mentoring and coaching activities the teacher leaders engaged in nurtured their own learning, as they learnt “how to

make sense of complicated interpersonal situations” (Reichard & Johnson, 2011, p. 39) and gained leadership expertise through team learning. The teacher leaders’ desire for their schools to grow in excellence, and their commitment to and stewardship of their schools motivated them to mentor their learners and colleagues to develop performance excellence. This is characteristic of servant leadership (Greenleaf, 2003).

5.3.5 Teacher leaders as life and personal coaches

This study found that the teacher leaders fulfilled very supportive roles as life and personal coaches to their learners and colleagues around them, nurturing the healing and development of their coachees in various ways. Green, Grant and Rynsaardt (2007) differentiate between life and personal coaching, asserting that educational coaching in schools may also be called tutoring, and aims to improve performances in academics. On the other hand, life or personal coaching focuses on “the enhancement of the coachee’s life, experience, goal attainment and well-being and fosters the self-directed learning and personal growth of the people” (Green et al., 2007, p. 24). Several studies explore the academic coaching of school learners, but research on the role of teachers as life and personal coaches is scarce (Green et al., 2007). Campbell and Gardner (2005) found that life coaching of high school learners enhanced their personal and emotional well-being, and strengthened their resilience and mental health.

As a life coach, TL1(R) transformed the lives of his learners by connecting with them on a personal level, and guiding and advising them to become better citizens. He used his life and personal coaching skills when necessary at schooling, sporting and Church-related events. Reflecting on this aspect, he remembered the following story:

TL1(R): There was this one learner, Muzi, Grade 10, many years ago. He was drunk out of his mind and causing lots of problems on a Valentines event and I used to speak to him, guide him and the next year he got a distinction in one of the subject! I then went up to him and told him that I was so proud of him because he had changed. He said that he had realised that he had a bright future ahead, by me telling him about the consequences of his actions. I also told him what could happen if he continues to do what he was doing. Whenever I had a chance, I targeted him and strangely enough, that learner changed!

As shown in the artefacts in Figure 5.14 below, TL1(R) engaged in life and personal coaching of his learners during fundraisers, and his motivational and coaching skills produced the winners of the 1993 Mini Cricket Tournament.



Figure 5.14: (Left) Life and personal coaching of some of TL1(R)'s learners in his classroom during a fundraiser; (right) TL1(R)'s motivational skills and coaching skills produced the winners of the 1993 Mini Cricket Tournament.

As TL1(R) reflected on his leadership journey and all the individuals he had made concerted efforts to transform, it was as if he was pleasantly surprised. This is an indication that teacher leaders are often unaware of the positive impact they have on their schools. He wrote this in his RJE:

TL1(R): I had not realised how much I had accomplished, how many people I had assisted over the years and how much I have done for the school.

Likewise, TL2(R) discussed several instances where she had to heal the hearts and minds of her learners so that they were mentally equipped to manage in school academics. I learnt that she also used life and personal coaching strategies with her colleagues to calm heated arguments on several occasions. Equally, she used life and personal coaching as a remedial, psychological strategy to calm heightened emotional stress and depression in learners at her school. Because she was passionate about female empowerment, learners often approached her at Rivendell High for advice or help. TL2(R) related many such experiences, but I present just a few instances here:

TL2(R): I have a colleague, she gets very angry sometimes, swears the learners, and they swear back. But what if she hits the learners and they hit back? I help out then. I

tell her, “Mam, let me take this learner to my class, he will sit with me”. To calm her down, I will scold the learner in front of her. The learner will complain that she swore him, but I will console him by telling him that she still cares for him, and she will be the teacher that will get him a bursary one day! I bring in motivational speakers to uplift them. There was this Black child. Beautiful girl. She was gay. Her family was having problems accepting her. The girls will come seek me out during breaks, sit me down and talk to me. I love empowering girls.

TL4(X) passionately engaged in psychological coaching with the boys at XBH. Sometimes during a performance with his band or sometimes in the classroom or during a play production, he engaged in motivational talks where he helped learners to manage crisis situations, and his learners depended on his guiding advice. He remembered the following:

TL4(X): When the bass drums break or the mouth pieces are forgotten, the boys know they have to find Mr ... [TL4(X)], he will tell us what to do, he will know what to do. Even if the performance was badly done, I would say at least we pitched up, just enjoy it! If things go wrong, don't stress, don't rush, if you are stressed, fake it until you make it to the end. It is these skills they will need later in life. To handle crisis situations and stress. I often tell them, that “You cannot please everyone” and you have to do what's best for you. I tell them to remember what we learning here, you have to use it after school.

An example of TL4(X)'s motivational strategies when counselling learners is represented by his artefact in Figure 5.15 below, which highlights his 'magic words': “You cannot please everyone.”

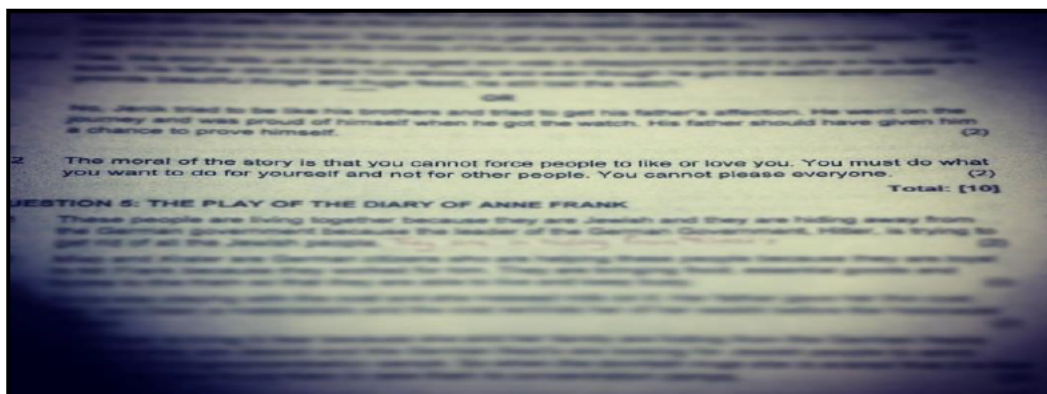


Figure 5.15: TL4(X)'s magic words: “You cannot please everyone”.

Commenting on his observation of TL4(X)'s interactions with his learners, SMT4(X) noted the following:

SMT4(X): He's never been headstrong, he has his own ideas and that's fine, everybody should and that's the way to go but he's never ... never been negative, he keeps the boy's spirits up!

TL4(X) insisted that every learner is unique and that teachers ought to assist learners to flourish in their unique areas. In his RJE, TL4(X) wrote the following:

TL4(X): I see myself in some of them, some of them, but I don't want them to be like me, they must be their own individuals! Then what are we doing as teachers if we are not helping them to become better versions of themselves?

What surfaced was that teacher leaders had a sixth sense when their learners needed help, as alluded to by two of the participants, TL3(G) and TL4(X):

TL3(G): When I saw her, I realised she was different, quieter, keeping something to herself ... she opened up, told me that her father had passed away.

TL4(X): I just looked at him, and saw something was not right here! He looked tired, untidy and I just called him inside and asked him what was going on He said that he had a relapse. He said; "I had 2 joints this weekend and I feel a little bad about it today ..."

Life coaching of learners is a positive psychological strategy used by teachers to improve the lives of their learners (Green et al., 2007). The four teacher leaders in this study used their innate, intuitive qualities to psychologically heal learners, enabling them to become better versions of themselves through emotionally uplifting talks. This finding is consistent with a study conducted by Lavy and Naama-Ghanayim (2020), who discovered that teachers deeply care for the improvement of their learners' well-being and self-esteem, and that learners engage more constructively in school activities when they know that their teachers care for them. In addition, the psychological counselling work of the teacher leaders as life and personal coaches resonated with Arslan and Allen's (2021) study, which revealed that adolescents at high schools often face victimisation, bullying, rejection and abuse from peers, to name just a few challenges. This theme revealed that if learners develop their internal strength, and are able to

manage situations in their real-life worlds, they will be able to function better externally, just like the learners coached by the teacher leaders. In the face of contextual challenges, the teacher leaders worked to improve the educational performance of their learners and therefore the school, as found by Spaul (2013) (Chapter 2, section 2.4.1, page 37). As has been demonstrated within this theme, the psychological and emotional support and guidance from teacher leaders reduced the emotional and academic problems in their adolescent learners, who felt an increasing sense of belonging because their teachers often reached out to them.

The findings within this theme support Reichard and Johnson's (2011) LSDT, which holds that context determines leadership development, and correspondingly, that learners' specific contexts and diverse needs spark teacher leaders' self-development. However, Harrison and Killion's (2007) do not include a teacher leadership role for psychological support, implying that perhaps their theory could be extended to add the role of a life and personal coach. As servant leaders, the teacher leaders mitigated difficult classroom and school situations, contributing to the inner psychological healing of their learners (McCann & Sparks, 2018). Moreover, the manifestation of servant leader outcomes became apparent as those they served, grew and developed further (Greenleaf, 2003), as demonstrated by TL2(R)'s former learner who asserted that *"you opened my eyes ... I was closed"*. Additionally, these psychological one-on-one interactions characterise the servant leadership attribute of commitment to the growth of learners (McCann & Sparks, 2018). As a result, teacher leaders work as life and personal coaches moved beyond teaching and the curriculum, and they helped solve the personal, emotional and psychological problems of both their learners and other teachers at the school, so that they could perform better on a personal and academic level.

The next theme focuses on the role of teacher leaders as change agents.

5.3.6 Teacher leaders as change agents for school improvement

The teacher leaders worked quite effectively as agents of change at their respective schools, and initiated school improvement in various ways. While they faced pessimism from some colleagues, they stood their ground and still continued with their improvement plans. These exceptional teachers proved to their schools that they were a cut above the rest as they performed several innovative and altruistic acts for the general progress of their schools. Out

of several selfless acts, the following work that TL1(R) did on the Finance Committee stood out:

TL1(R): I brought some positive changes in the Finance Committee. I reduced the school phone bill by giving parents the teachers' numbers rather. Teachers have cell phones and even if there are messages, teachers are available. Teachers were using the school phone and that stopped. This saved the school monies. I once had an idea to retrieve outstanding school funds. The principal adopted that suggestion too. We did recover outstanding monies! I am not after position or power. Like in my work for the school my colleagues will tell me that, that is the Deputy Principals job, why am I doing it? But I tell them that it is for the school, if he does not do it, someone has to do it.

Rivendell's principal, SMT1(R), echoed what TL1(R) had mentioned above, remembering the details about the recovery of school fees and this teacher leader's service on the SGB. As he carefully reflected on the past, SMT1(R) said this:

SMT1(R): He has enhanced and enriched the SGB with his creative suggestions and new ideas. He came up with a brain wave a few years ago. He said: Mr ... we keep struggling with the school fees, why not offer discounts as a once off so that we recover some monies rather than nothing at all. We tried it with a degree of success. Monies that would have otherwise be written off, came in! His auditing skills he has brought to the benefit of our school as well.



Figure 5.16: Rivendell High, a relatively large school as can be observed from this image, is always in need of finances for maintenance, challenging TL1(R) and TL2(2) to head fundraising projects to meet the school's needs.

Interestingly, as a change agent, TL2(R) worked hard at Rivendell High to improve the literacy levels of her learners. Hence, she established a much-needed reading culture at her school by transforming a box-library into a fully equipped school library. The story of her library project, which started as a box of books she carried around the school, is inspirational, as is evident in the account from her deputy principal, who supported her through this project. SMT2(R) remembered the following about TL2(R)'s story of the transformation of the library-in-a-box to a fully equipped library room as follows:

SMT2(R): She [TL2(R)] moved around with that box and invited those who loved reading to borrow from her as well. I spoke to the principal, told him that the library room was being used for social purposes. The principal immediately approached Mam [TL2(R)] and she was waiting for the opportunity because prior to this, she and I had already had a discussion that our learners need to borrow books. I had everything removed from there. Mam cleaned it. Decentralised some books to our classes and told us that when learners finish their work they could read in class. It's so lovely there now. Mam raised funds for a television and spoke to a teacher to fit it on. She's not afraid to ask for help when it comes to the learners!

TL2(R) discussed her work on the library project, and it seemed clear that it was not an easy task at all. She had to go more than the extra mile in order to raise funds, as she related in this extract:

TL2(R): When I got there, I got rid of a whole lot of books that were outdated, got rid of it. Cleaned out what we did not need. Sorted all the books in alphabetical order and made it more attractive to kids. Then I started building the teenage fiction part for the kids. I go and beg! My daughter's friends are going to give me some monies to buy some teenage fiction for the kids, been on a radio show to request the community for books. I told sponsors: 'Pack up my teenage section, the kids are borrowing!'

The two artefact images in Figure 5.17 below show the transformation of TL2(R)'s library in a box, which she carried to all her classes, to Rivendell High's fully equipped library, where all learners are welcome.



Figure 5.17: (Left) TL2(R)'s library in a box transformed into a fully equipped library (right).

TL2(R) talked of the other creative ways the hidden entrepreneur in her had assisted her in helping her school. Apart from the myriad entrepreneurial ideas she had used to mitigate the financial constraints at RH, as mentioned in the profile of the school (section 5.2.2, page 139), she mentioned just one in the following discussion:

TL2(R): Last year I had R6000 surplus and I gave the money to a pensioner who gets a further discount on Wednesdays for instance. We went to Game store and bought a big-screen TV for the school. So we made some popcorn and bought some cold drinks, charged learners R10 for popcorn and a cup of cold drink and showed the movie "Black Panther" on the big screen and watching a Black hero for them is like empowerment.

She gave yet another example:

TL2(R): Like I would not go to the principal for shortages of paper. I collect some monies from learners every year, we buy paper and I make booklets for them and print that out at school. Learners save on study guides in this way. Also I create employment for students. I get an ex-student, pay them per day and they run out all the worksheets for the department. I use raised funds to buy study guides for teachers as well in my department.

Figure 5.18 below shows examples of TL2(R)'s poetry booklets, which she created and photocopied for learners to save money for both the school and the learners amidst financial challenges.

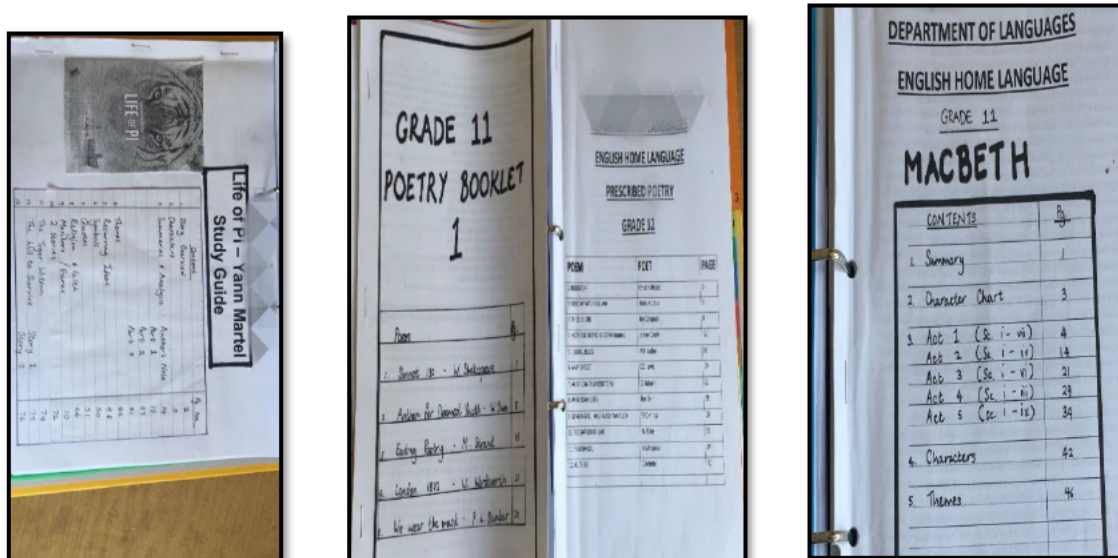


Figure 5.18: TL2(R)'s famous poetry booklets.

SMT1(R) complimented TL2(R)'s creativity and enthusiasm in mitigating the financial challenges of the school. He believed that the choice to bring about change was dependent on the teacher. Corroborating SMT2(R)'s and TL2(R)'s claims, SMT1(R) stated the following:

SMT1(R): Even Mrs [TL2(R)] is very creative and pays out of her pocket for some learners. She gets ex-learners to roll out stuff, pays them per day, and uses donations to buy paper, so they not impeded by the lack of material resources. She just gets creative and finds other ways but dishes out quality, quality that our learners will get from any other good school. I believe that the intensity of the quality is up to the school and the individual so what I am saying is that we can sit down and feel sorry for ourselves for lack of material resources but we choose not to, we find a way around it.

I asked TL4(X) about other positive changes he had brought about for the benefit of his learners and colleagues, and learnt that he had assisted in guiding and implementing the Language policy in the English Department. He mentioned how his English Department had been functioning without the Curriculum and Assessment Policy Statement (CAPS), a foundational policy guideline for all teaching and learning in South African schools, and how he had remedied the situation. This is what he said:

TL4(X): *I spoke to a colleague here and learnt that he did not know what a CAPS document was! In my first year here, I tried to implement that at least every teacher should have a CAPS document and that is what I think I got a lot of respect from that. ... the Grade 8s up to 12 were expected to write the same length of words for their essays when I came here. When it comes to policy, I call it out and I did. I implemented policies from the CAPS document and now all grades' essays are of different length ... I did away with the old CASS Grids and designed new ones for teachers according to the CAPS document. So, when I applied for Subject Head post I hope that they considered all the changes I brought to the English Department.*

The findings in this study support the findings of a study conducted by Liu (2021), who attempted to demarcate the work of formal and informal teacher leaders to understand the type of work principals could invite formal and informal teacher leaders to take on. One finding from this theme was that the principal and deputy principal of RH identified teacher leaders based on their reputation, experience and expertise; this matches Liu's (2021) finding that school managers identify teacher leaders based on their good work, excellent reputation, innovativeness, enthusiasm, expertise and experiences in school-wide initiatives.

Many of the actions of the teacher leaders in this study were consistent with the role of a teacher leader as a catalyst for change: TL1(R)'s agentic efforts to reduce the school's phone bill and retrieve outstanding school fees through the Finance Committee; TL2(R)'s entrepreneurial efforts to raise funds for teaching and learning resources, the innovation she demonstrated in designing quality learning materials for RH learners, which reduced the resource gap between her school and more elite schools, and her efforts to secure library sponsorships; and TL4(X)'s success in introducing and implementing the CAPS policy and educating his department on how to implement it. As catalysts for change, the teacher leaders in this study worked as visionaries for a better world, always looking for more innovative ways to solve problems as they challenged the current status quo. Their catalytic efforts no doubt improved the conditions of their schools and the quality of education (Harrison & Killion, 2007).

From my personal experience as a teacher, I know that teachers are often asked to follow policies, yet it is very rare to find teachers and SMT members sitting together to discuss the policies that govern their work. The findings within this theme revealed that policy study nurtured TLD and gave direction to teacher leadership work. It was clear that deep, reflective

consideration of the relevant policies significantly guided the work of TL4(X)'s English department.

Mamabolo (2020) discusses the entrepreneurial leadership of principals; however, the findings within this theme revealed that the value of teacher leaders' entrepreneurial skills for school improvement possibly outweigh those of the principal. This is a fresh insight indeed, given that in a detailed literature review of teacher leadership in Chapter 2, there was no mention of entrepreneurial teacher leadership. An implication for policies and for the training of teachers would be to include teacher training in entrepreneurial skills, so that teacher leaders could become financial assets to their schools.

Katzenmeyer and Moller (2011) advocate for teacher agency for change and assert that as agents of change, teacher leaders are effectively able to unearth their true potential. The discussion of teacher leaders as change agents in this section highlighted TL1(R)'s work on the Finance Committee to retrieve outstanding school fees for his relatively large, financially needy school; TL2(R)'s library project, which filled the school's need for a library; and TL2(R)'s poetry booklets, which saved money for the school and her learners. These change projects were a response to a particular circumstance that needed rectifying, and had the direct support of the principal [SMT1(R)] and deputy principal [SMT2(R)]. Therefore, this finding supports Reichard and Johnson's (2011) LSDT theory, which illustrates that teacher agency for change is in fact influenced by circumstances, structures and the level of support provided by school management. The findings within this theme are also consistent with the assertion made by Bennis and Nanus (1985) in Chapter 2 (section 2.2, page 20) that the factor that sets leaders apart from others, is that they work towards what is right, even if it causes temporary organisational instability. Greenleaf (2003) categorises such behaviour as stewardship, where leaders strive to do their best for their organisations by conceptualising the bigger issues facing the school and finding out-of-the-box, creative ideas to address such issues.

The final theme focuses on teacher leaders as mediating bridges between teachers and school management.

5.3.7 Teacher leaders as mediating bridges between teachers and management

Through my conversations with the teacher leaders at Rivendell and Guardian High, I gathered that their positions as intermediaries between ground-level teachers and middle and senior management, positioned them well to act as mediating bridges between these two parties. For instance, TL1(R)'s colleagues and principal called on him for advice, often in conflict situations where he was able to calm heightened emotions. Over the years, he had built strong relationships with both teachers and management, who trusted him as a confidant. He mentioned this:

TL1(R): In some cases, they [teachers] calm down, in other cases they are frustrated and want to table the issues. They will tell me, "You rather go to the principal, he will rather take it from you". Even the principal would come to me with issues. He would say, can I just run this with you, what is your take on this? Should I do it like this?

The following contribution by SMT1(R) perhaps explains how trust was a determining factor for TL1(R)'s success and development as a conflict mediator and intermediary between teachers and management:

SMT1(R): The calmness and the rationality of the man infects other people around him so much so if they are angry and making rash decisions and uttering rash words, I'm talking about staff, they then pull back because they are guided by the calmness of his spirit and the calmness of his mind so they started to trust him. Even when the staff quarrel about their subject allocations, or something controversial, Mr [TL1(R)] was the person they sought, he was unofficially like a liaison. Even now, we have union reps but they still go to him. So he is the perfect conduit between the teachers and us and sometimes able to tell us that our management perspective is a bit skew, not compatible to the teachers.

SMT2(R) similarly mentioned how TL2(R)'s knowledge of the teachers benefited the school:

SMT2(R): She [TL2(R)] sits with us during the SMT meetings and since she spends more time with the teaching staff, she understands their needs and problems and she is not afraid to come to us to represent the staff. So it is very helpful that she allows us to perceive the problem through their eyes.

SMT3(G) mentioned similar sentiments about TL3(G), as can be observed from this extract:

SMT3(G): Although I was the HOD, teachers in our department felt comfortable approaching him instead. So he was liaison between staff, me and the principal too. Especially when he in charge of sports, he had to communicate with staff and the SMT and relay messages between them.

However, things happened differently at XBH, and TL4(X) complained that he was not able to assume this role, which posed a challenge to him. In Chapter 6 (section 6.5, page 234), this challenging aspect is elaborated on in more detail, but this section highlights some of TL4(X)'s sentiments on the matter. TL4(X) did not enjoy as much direct interaction with the senior management at his school. However, SMT4(X) acted as the intermediary between TL4(X) and senior management, and supported TL4(X) as best he could. SMT4(X) shed some light on the nature of the support he offered as a member of the SMT:

SMT4(X): If he needs permission or wants to do something that management needs to be informed of, he will bring it to me, as I represent the senior management of the school, and I will take it to them. In most cases, I know what they will accept and what not. So I will tell him to take this, leave this. So he can go ahead with his plans after the final say from them above.

Sadly, to a certain extent TL4(X) felt distanced from and unrecognised by senior management. The changes he brought about had the permission of middle management, as he explained:

TL4(X): Well, I do go and discuss stuff with Mr ... [SMT4(X)] and the school asks us for our suggestions. We give them but not all of it is accepted and implemented. The school is very old, with ingrained traditions and that will never change. The hierarchical structure wouldn't allow it.

As can be deduced from this discussion, the teacher leaders' roles as mediating bridges applied to the three teacher leaders from Rivendell High and Guardian High, but not to TL4(X) from Xavier High. The context and organisational culture within which teacher leaders work therefore matter. TL4(X) suggested that open interaction between him and senior management at XBH was restricted to some extent, but as the subject head of the GET Phase, TL4(X) was viewed as an intermediary between teachers on the one hand and his own subject head, HOD

and Deputy Principal of Culture (SMT4(X)) on the other. However, along with SMT4(X), there were three other deputy principals and at the top of the hierarchy was the headmaster of XBH.

Teacher leaders' roles as mediating bridges strongly resonates with studies conducted by Fairman and Mackenzie (2012), Hunzicker (2013) and Trabona (2020), who found that teacher leaders were often negotiators between administration and teachers, and were caught in-between them. Campbell, Lieberman, Yashkina, Alexander and Rodway (2018) similarly assert that as teacher leaders are the bridge between teachers and principals, they are equally pressured for accountability and their own learning development. Trabona (2020) found that the advantage that informal teacher leaders have over their peers in terms of influence is that they work with other teachers and school management staff, and therefore "identify as peers who hold no authority or power" (Trabona, 2020, p. 35), thus enabling them to continue collegial interactions in a non-threatening, humble manner. However, contrary to Trabona (2020), the findings within this theme revealed that even in authoritative leadership positions — as subject head, acting HOD, cluster co-ordinator of a large school cluster, or even as a senior marker in the NSC marking centre — the teacher leaders' leadership did not intimidate other teachers, and therefore, they did not receive any opposition. They were still respected, trusted and followed by their peers, because their peers believed in their abilities, appreciated their developmental inputs and admired their integrity. Moreover, Chan (2008) asserts that teacher leaders' calming, understanding behaviours become a useful tool for mediation between teachers and management, because they can calm themselves down and be in control of their own feelings and emotions while assessing their colleagues' emotions. Therefore, teacher leaders have a high degree of emotional intelligence.

Teacher leaders being supported by their fellow teachers and management validates the seventh proposition in Reichard and Johnson's (2011) LSDT (Chapter 3, section 3.2.1, page 81), which posits that leaders' motivation to lead is strengthened when human resources (in this case the teacher leaders' colleagues and SMT members) support them. Moreover, the sixth LSDT proposition (Chapter 3, section 3.2.1, page 81) proposes that norms such as learning, responsibility and openness spur leader self-development. The findings in this study support this proposition, as it was shown that to a large extent the SMT members and teacher leaders 'learn' about their relationships and school dynamics together, and SMT members take responsibility for their actions by using the teacher leaders as intermediaries for openness and

clarity in school decisions. However, the unwillingness of some SMT members to do so still presents some challenges for TLD, a discussion to be continued in more detail in Chapter 6.

Given that teacher leaders successfully bridge the teacher-management gap, they develop the colleagues and management staff around them, just as servant leaders do (Spears, 2010), by mediating conflict situations and providing insightful information to management about teachers' challenges. As mediating bridges, some of the teacher leaders became conduits that nurtured effective communication between the two parties, and dispelled any conflict that could have risen, owing to their comprehensive teaching and management perspectives. This theme illustrates that communication, transparency and healthy teacher-management relationships are dependent on a helpful organisational culture, without which teacher leaders are unable to thrive.

5.4.1 CONCLUSION

This chapter has explored the work of teacher leaders, with a core focus on addressing the first research question of this study, which focused on teacher leaders' and selected school management team members' understandings of what teacher leaders do. Holistically, the findings from the case studies of the four teacher leaders have suggested that the needs of learners and the school context persuaded the teacher leaders to engage in reflective practices, where they found themselves revisiting and reassessing their teaching methodologies to better suit the contextual needs of their learners. This essentially meant that they had to move out of their mundane, comfort zones, change certain traditional ways of teaching, and embrace more modern methodologies that were compatible with the contexts of learners. The teacher leaders also showed their expertise as multi-tasking leaders of committees, projects, other teachers and learners at their schools and in their communities, and this ability set them apart from other teachers.

In addition, their proactive stance and advisory positions were used strategically to facilitate cross-pollination of teaching pedagogies, skills, expertise and content knowledge, amongst other teachers. The teacher leaders' mentorship and professionalism earned them the respect and admiration of their learners, their teacher colleagues and SMT members, and hence, they were able to increase their sphere of influence and their leadership confidence. As life and personal coaches, the teacher leaders provided essential psycho-social and emotional support

to troubled learners and to their teacher colleagues, improving performances on a personal as well as an academic level. In this way, they no doubt nurtured a healthier school culture.

The challenges faced by the teacher leaders urged them to transform their circumstances into more manageable ones, so that resources could be made available to the school and teaching and learning could continue. The teacher leaders' innovative, entrepreneurial ideas and policy implementation efforts resulted in school improvement and a better quality of education, because the teacher leaders brought change and motivated others to accept change. The teacher leaders effectively bridged the gap between the school management and other teachers, resulting in school climates characterised by transparency, effective communication and healthier relationships. This role as intermediaries was possible because of the teacher leaders had earned the trust of the SMT members and the other teachers with their integrity. Essentially, a supportive organisational culture and the teacher leaders' decisions to initiate self-development were strong contributing factors for TLD to occur in the multifaceted teacher leadership roles. In addition, the school contexts and the purposeful interactions between the teacher leaders and the individuals around them, determined the types of roles that the teacher leaders embraced.

Since that this chapter was a discussion on the work teacher leaders did, the next chapter is a deeper exploration of the enabling, developmental dynamics across the teacher leaders' career trajectories. In addition, the enablers or various types of impetus behind the profound work of the teacher leaders are closely examined, as well as the subsequent challenges or roadblocks they endured on their leadership journeys.

CHAPTER 6

EXPLORING TEACHER LEADERSHIP DEVELOPMENT: ENABLERS AND CHALLENGES

6.1 INTRODUCTION

This chapter presents the findings that address the second research question, i.e., How do teacher leaders and selected school management team members explain the development of teacher leadership? In addressing this question, the chapter starts by exploring the foundational triggers to leadership development, followed by a discussion of how schools, colleagues and classrooms become niches for TLD. The innate reasons that motivated the teacher leaders' leadership actions help explain why teacher leaders do what they do. Thereafter, I explore how challenges — such as a lack of resources, heavy teaching workloads, a lack of time, a lack of support from SMT members, discipline issues, and teacher reluctance and resistance — adversely affect TLD. At the end of this chapter, I offer a brief, summative conclusion.

The following section begins by exploring the initial triggers that boosted teacher leaders' expertise and confidence in taking on future leadership opportunities.

6.2 FOUNDATIONAL LEADERSHIP DEVELOPMENT TRIGGERS

A common factor among all the teacher leaders was that during their early career, or their novice years, they had experienced certain developmental opportunities or triggers that had formed the foundation of their future development as leaders at their schools. These triggers and instances are discussed in this section.

TL1(R) distinctly remembered how his career had started out and what had triggered his leadership. He was able to use his Accounting skills to benefit Rivendell High's administration department, and today he is an influential leader in administrative matters and management at the school. He enthusiastically mentioned the following:

TL1(R): *In my early years, the principal tasked me to do the summary attendance register for the school. So I started my admin work from then. From there, it was not looking back. I did not mind not having a position of an HOD or DP, some feel it's their job. The experience I got was worth more than any position. Through the years I had to learn. We don't have an HOD, that is why I have been asked to act in this position, in an unofficial capacity just to assist the commerce department.*

The above extract demonstrates TL1(R)'s humble beginnings from managing the school attendance register to his current position as acting HOD. He reflected on his past experiences and another enabling trigger as a union site steward. Reflecting deeply on how he came to be an effective listener and conflict manager, he expressed this view:

TL1(R): *It started as I became the site steward for Sadtu [South African Democratic Teachers Union]. Because that is a leadership role now, you are the head of the Sadtu members at school now, I was elected at this school and was anxious at the time, but accepted it. You know, you accept something for the first time, you are zealous about it, you know you want to give it your best. That also grew me because now I started seeing things from a union perspective, not in terms of a teaching perspective. Also, that has helped me a lot in terms of negotiation, how to resolve conflict. We used to go to workshops on conflict resolution where we learnt how to listen attentively, to resolve disputes if teachers are having a problem, so all that has built up. I think all of that has integrated into me, management one side, union on the other, all that has developed me holistically and made me who I am today.*

In 2001, yet another life-changing, ground-breaking event occurred in TL1(R)'s teaching career, which brought his academic expertise to the forefront and spurred him to lead. This, he claimed, was the highlight of his teaching career, and he still enjoys the positive effects and good name to this day. Excitedly, he related the following as he remembered it:

TL1(R): *The highlight was in 2001 when the subject advisor came to our school and asked for my mark book and I showed them my mark sheet. I showed them my spreadsheets. I had computer skills at that time and all my spreadsheets were computerised. He took my mark book and told me that he was going to take it on a 'road show'. 'I am going to take it to other schools and show them how you do your mark book'. When we had a meeting, he praised me and said that I was a first-year*

Accounting teacher, and 'I took his mark book on a roadshow. Some of you all must have seen it?'

TL1(R)'s RJE suggested that the hardships encountered through his leadership journey were worthwhile in the end, and he therefore offered gratitude to those who had developed him:

TL1(R): I think at the very beginning I was thrown into the deep end with being union leader. Then getting roped into the timetabling Committee in my 2nd year of teaching inspired me to get more involved in admin work at the school. So when I look back, to my teaching career I have achieved and I am very grateful many people that have put me to where I am today. I appreciate the help from all.

TL2(R) reflected very deeply about her humble beginnings as a novice teacher. She believed that professional ethics, the strict supervision of teaching practice, and dedication to hard work were instilled in her at her first school, and paved the way for her development. She remembered the following:

TL2(R): At my first school, before this, the work ethic was instilled in me. I had this very old principal and he kept me on my toes ... checked my work, my marking had to be done ... my lessons were prepared and good. No spelling mistakes on the board, I had to go the extra mile! At that school, everyone worked really, really hard. There was no way I could not be prepared. I did not appreciate it at the time, but he set the foundation for me on how to behave and work professionally, and I built on that through the years.

The work ethic and professionalism that had moulded TL2(R) at her previous school, served as a foundational leadership trigger. When she began at Rivendell High, it was a school with shaky management and a lack of guidance for teachers, and this factor presented itself as a spontaneous opportunity for TL2(R) to develop. In the extract that follows, she explains how being managed so well at her first school had assisted her at Rivendell:

TL2(R): This school [RH] was a different kettle of fish. I was left on my own. The management was a bit shaky at the time, learner numbers had dropped, only 400 learners in the assembly. There was no HOD to monitor us, the workload was heavier! So I had to now bring the work ethics from the previous school, without anybody instructing or guiding me here, I had to manage. Over the years, I just built up like that.

In TL2(R)'s RJE, she did not forget to express her appreciation and gratitude to those who had aided her development:

TL2(R): In a career spanning 33 years, I have observed the following defining factors in my own development as a teacher as well as the development of my peers in this profession I really feel motivated. So much to learn from them. I am very grateful to everybody, to listen to the right people, surround yourself with right people as well.

At Guardian High, TL3(G) mentioned one particular trigger event during his novice years that helped his integration into Guardian High and helped him to build long-lasting, trust-based collegial relationships that benefited his future career at the school:

TL3(G): You see for me, it was my position as a Physical Education teacher. I had to be in contact with all the teachers across the board about learners in sports and because of the mixed subjects I had to teach, I had to approach my colleagues, ask for help. How you doing this? How you doing that? And in those days, we all played soccer together, there was that camaraderie, friendship, unity.

In his RJE, TL3(G) recorded that tough beginnings make tough teachers; however, he believed that teachers today are unable to take on such challenges. This is what he wrote:

TL3(G): But even being given a mixed bag of so many subjects, it's like a dumping ground of sorts, dump it on the new teacher! But I think it toughens you up at that stage. Now, that brings us to the young teacher of today, when you give him all that, he is jumping for his union, crying for that, he wants to resign; he doesn't want to go through all that, that tough initiation stage like we did in our days!

Like TL2(R), at Xavier Boys' High TL4(X) strongly believed that the knowledge and skills he had gained as a novice teacher at his first school, along with being well managed by a structured, policy-driven school, laid the foundation for his future development in leadership. He was still dependent on assistance from the management of his first school, as expressed here:

TL4(X): In my first school in Johannesburg, there were rigid structures and policies and I developed in my management skills so much from that experience. I never appreciated it at the time, hated it! But I think having people managing me quite well

in Johannesburg and learning how the structures worked then coming to a place where those structures aren't necessarily in place and that's exactly what it has been here. We don't have a GET advisor so I still network with the HOD and deputy principal of my school in Jhb regarding curriculum matters. I call or WhatsApp them, they still assist.

Avolio (2011) asserts that it is not so much the triggers to development that are important, but rather being prepared and enthusiastic about learning from such triggers. Accordingly, the teacher leaders in this study showed both the readiness and the zeal to develop further using the skills and knowledge gained from their foundational developmental triggers. This finding that teacher leadership is ethically oriented towards creating a better world, echoes Crowther and Olsen's (1997) (Chapter 1, section 1.8, page 13) assumption that teacher leadership is a meaning-making process driven by ethical philosophies.

In view of the challenges teacher leaders face, Tait (2008) acknowledges that the early novice years are indeed a period of struggle for teachers, while Kraft and Falken (2020) believe that novice TLD occurs effectively by teachers making errors and gaining experience. In this study, TLD was supported in the budding stage, when SMT members identified necessary knowledge and skills, supported and recognised teacher leaders' work, and provided them with platforms to showcase and develop their skills from the very early novice teacher years. Moreover, this theme resonates with the Mansfield and Beltman (2019) study, which found that as teachers conduct classroom observations and learn to navigate their way out of difficult scenarios in their early career years, they learn self-efficacy and resilience skills that assist them in surviving and succeeding in newer, different situations.

The challenges faced by the teacher leaders in relation to this theme presented themselves as challenging yet authentic, real-life growth opportunities that allowed them to build and put to use their innate and learnt "coping strategies, emotional competence, reframing skills, and other resilient behaviour and ways of thinking" (Tait, 2008, p. 71). TL2(R) and TL4(X)'s strict selection, induction and management by their SMT members, TL1(R)'s praise and recognition of good work by his subject advisor and his selection as the attendance register administrator and Union site steward, and TL3(G)'s selection and position as PE and mixed-subjects teacher, strengthen a proposition put forward by Reichard and Johnson (2011) in their LSDT. The proposition suggests that the school's selection and training of employees, such as in training in self-management and goal setting, motivates leaders to build knowledge, skills and abilities, which nurture their self-development. The section that follows, is a discussion of several other

enabling factors that nurtured the teacher leaders' development through their leadership journey.

6.3 OTHER ENABLING FACTORS THROUGH THE YEARS

As mentioned above, this section elaborates on the enabling factors that nurtured teacher leaders' leadership development. I discovered that the opportunities and situations that arose within schools, with colleagues and in the classroom were significant factors that enabled TLD. The discussion explains how the teacher leaders developed through natural occurrences, contexts and opportunities, and their efforts and initiatives for self-development and the development of others. I will start with the enablers of TLD within the schools.

6.3.1 Enabling opportunities within schools

TL1(R) strongly believed that his participation and proactivity in school projects nurtured his development as a leader. A recurring notion within his thoughts was that he willingly exercised teacher agency, and thereby directed his professional growth both constructively and purposefully. His proactivity on school committees and with administration work broadened his understanding of the schooling system, and therefore he keenly advised others to do the same, as expressed in the following extract:

TL1(R): Personally, I feel that if you get involved in different things every new year, it broadens your knowledge. Like at a very early age in my career at this school, they started me in different kinds of admin work. As I worked in different types of admin, I understood the entire working of the school. Therefore, I can see from a management perspective, certain things can work, certain can't. Because if the school can get more teacher-input it will make it so much easier. 'I think if all PL1s [Post Level One teachers] put an input in there, they don't look at it with resistance. That is why when they see my name on any document, they feel relieved that I saw it, so it is ok because I am part of that Committee and acceptance becomes easier. So, we try to rope in others as well and once you are involved you know how it works.

Discussions with TL1(R) revealed that he was unwilling to compromise his position as an informal teacher leader for a formal, promotion post elsewhere, owing to the respect and trust he had built up through the years at Rivendell High. He had harvested several fruitful opportunities, and had built up trust and respect in his teaching career, developing his maturity to such a level that he happily concluded the following:

TL1(R): That is why I don't want to leave here because I have built such a good relationship here with the people here in this place and I think that is more important than any promotion in any other school. That is why I told you I did not apply for a single promotion! There were people who brought me the application forms to fill but I didn't. I said, 'No, I am fine where I am. It is not about the position as I have the knowledge and the experience and that is priceless!'

Since TL1(R) had developed a comprehensive portfolio during the course of his leadership journey, I sought to understand to what extent his duties were delegated to him and to what extent his teacher's activities were a product of self-initiative. After much thought, he responded as follows:

TL1(R): In some cases, I volunteered because nobody else wanted to, as I said. In some cases, they requested me because in the finance committee I had no choice because that is my subject and I was the most appropriate person there. So it's just like they give it to you, you volunteer, they see whether you are capable or not. In some cases, I volunteered because I wanted it for my future, for my development so if I get a position later in my life, I know how to handle the case. And I felt that hard work won't kill.

He explained how and why SMT members selected him for specific tasks at school:

TL1(R): You see when you volunteer and when people see what you have done, like I have been tasked to do something and I am successful in doing that task, then they know that they can give me something else. Initially when I was new here, they gave me something new and when I did it, probably they felt that it was done the way they wanted it and the next day they asked again and again ... and eventually it became a duty.

Through my interviews with SMT1(R), he repeatedly mentioned that it was in fact TL1(R)'s set of expert skills and his insistence on never refusing an opportunity, that served as an impetus

or a 'pull' factor for school management to select him over others. SMT1(R) remembered the following:

SMT1(R): Sometimes I may forget. I rope him into a portfolio, but he will always remind me to bring it up in the staff meeting, open it up to the staff. He'd say, if nobody wishes to take the portfolio, I will. I don't want to come across as if I am hogging the limelight, or taking on the projects. He doesn't do that. It's not his style. But when others do not want to volunteer, put their hands up to take his portfolio, he continues serving. As I said, some of us are clock-watchers, don't want to put in the time and effort like him.

I went on to ask TL1(R) about his thoughts on developmental initiatives or workshops, either at school or out of school, that may have benefited him. He mentioned the following benefits of workshops organised by the DoE:

TL1(R): The good thing is that we have department content workshops at the beginning of the year run by subject advisor and at that workshop we can brainstorm all these new things, we look at teaching strategies and content for the year. These content workshops help because it gives us an opportunity to discuss issues. Like the subject advisor shares knowledge and then the senior teachers start sharing knowledge. At the cluster sessions, there is ample time for discussion and to do what we need to do. There is much transparency in the marking centre too because it is different from school. Even before we start the marking, there are so many discussions we go into that there is no restriction there.

As noted above, TL1(R) felt that external department workshops instilled in him the necessary knowledge and skills in his subject area. Knowledge sharing, a platform for discussion, and friendly collaborations with no time restrictions, seemed to be the greatest advantages of these workshops. However, as a Maths and Accounting subject teacher, he managed to salvage some Maths curriculum knowledge from in-house departmental meetings, while others depended on him for Commerce-related curriculum development. He said this:

TL1(R): But like our Maths HOD, she sets the provincial common papers. And so when it comes to Maths, she can help us. She has the content skills and the methodology skills. In the Department meetings [at school], she discusses more the strategies for the year,

the planning, how you going to teach, the Math sections and the ATP. For Commerce, I assist others with the knowledge I gain from external workshops and my own learning.

As our deliberations continued, I realised that the principal, SMT1(R), maintained a very healthy, professional relationship with teachers at Rivendell High, which was a contributing factor in nurturing TLD. SMT1(R) expressed his concern for the welfare of the school, his teachers and himself, and he felt that his professional behaviour prevented his teachers' reputations from being tarnished and protected his integrity as well. SMT1(R) shared the following:

SMT1(R): I have been principled about my relationship with my staff. I interact very well with my management staff and teachers. However, I do not socialise or interact on social media or personally, like visiting them at their homes unless they have fallen ill, because that's pastoral care ... if we are socialising, braaing, attending sports events together, it will tarnish our relationship. [TL1] ranks as 'friend material' but I can't have that relationship with him. I must maintain that professional distance with him because if that gets back to the staff, it will not be good, they may think I favour him.

More discussions revealed that SMT1(R) cared for the welfare of his staff in various ways. For instance, he recorded the late-coming of learners at the school gate on a daily basis, only so that his management staff could teach in their first period. Another supportive factor was that SMT1(R) worked with his teachers through projects, and offered moral and advisory support to teachers, as he mentioned here:

SMT1(R): I will back for my teachers even if you gave me grief and you've done something wrong and you are now needing my help. I will go out of my way to help my teacher to ensure everything is right in the end. I interfere in their work because I need to know it's happening the right way, I'm not abrasive, I won't make you feel like you are messing up but I'll you know subtly that you lagging in this or you probably going in a circle here, I won't pull a person off the project unless they tell me that they can't do it. I'm at the gate, physically recording all the late comers, I'll tell you why I do it, you could think I could delegate this, some of my HOD's are teaching in period one and the late coming goes into period one, how can I let them to be there? That means I'm sacrificing curriculum for administration.

TL2(R) talked about the radical change or ‘twist’ that occurred in her leadership journey, revealing the dynamic leader within her. It was when her HOD left and she talked of the stress it caused her initially. However, at that turning point in her life, the loss of her HOD actually became an enabling factor, giving wings to her autonomy, creativity and leadership development. She chuckled as she exclaimed the following:

TL2(R): Without an HOD I thought I would be dead but actually it freed me. I started to run out my booklets, I felt more liberated. I could be creative, bring ideas in. I bought the television with the funds I collected from the learners. I think I did more in the last three years with my DP than in all the years with the HOD. Without the HOD, I think I just blossomed! I did not know I had the capability to do so. I felt free to do things

A noteworthy point emphasised by TL2(R) was that she was reluctant to take on a formal post as HOD at Rivendell High, as she felt less intimidated and more liberated in her informal role. Although the opportunity presented itself, she turned it down. This is what she said:

TL2(R): When the HOD left, nobody wanted to run the department. I was also told to formally apply for the position, But I did not, because I did not want a formal managerial position. I was afraid to run the entire department, however, I agreed to manage the English and Afrikaans department in an informal capacity.

For TL2(R), it seemed that challenges in her teaching career unknowingly became developmental opportunities. She even remembered her Senior Marker role which turned into a fruitful opportunity, helping her harness the hidden mentorship skills within her. She explained as follows:

TL2(R): Even when I was chosen as Senior Marker, I was dead scared but that again was a situation where I just blossomed! I helped them, guided them. I realised that this is where I shined, in mentoring. Like when I was thrust into managing the department at school? I learnt that I work well as a manager, a mentor. I think I have developed into a good manager and organiser now.

In my exploration of the management culture of the school, I asked both teacher leaders of Rivendell High what aspects they felt enabled them and other teachers at the school. Apart from the principal’s professional behaviour mentioned above, they further elaborated on the transparency, fairness and trust between management and teachers at Rivendell High, and the

principal's enthusiasm in inviting teacher participation in school projects. From a very long conversation, I extracted the following salient points from both of Rivendell's teacher leaders:

TL1(R): If the principal goes to professional workshops, he will come back and inform us immediately. In my Acting position, I am part of SMT meetings, and my suggestions are considered implemented at school-wide level.

TL2(R): There is openness in this school. The principal who always looks at both sides, he asks who wants to be in this committee, in that committee. My DP will ask me if I know this, and she will teach me how to do it. If I go to ask the DP for instance to fill the requisition form, she will assist. I have learnt that I have quite a lot of faith in the principal, I can trust him in running the school because you get some shady principals who are doing wrong things and then with our principal, he is by the book, he does everything to the T, legally, very ethical, very fair, very approachable. The principal, respects my opinion and advice. My decisions suggestions are taken up to school level.... And he will do something about it, not like he would sweep it under the carpet.

In SMT2(R)'s response to school support for TL2(R), she said the following:

SMT2(R): She gets the full support of the principal and me. Even if the principal is dealing with everyone else's issues, she knows she can knock on my door anytime. I will help with curriculum in any way I can. Also, we don't pull 'rank' on each in this school in terms of work. I would go to Mr ... [TL1], a Post Level 1, for advice on an exam timetable, we work together. I tell him, if I made a mistake, just double-check, tell me what to correct. Everything is transparent. We take everything to staff, so they may suggest. Tell them what we want to do. We need their input too. She [TL2] is with the staff so she raises suggestions.

Both teacher leaders talked of the integrity of their principal and deputy principal, and the trust and respect they had for their school head. SMT1(R) gave both teacher leaders a sense of security that the school was in the hands of a good leader who was not only professional but understanding and approachable as well. A significant factor was that SMT1(R) opened up a platform for suggestions, and then accepted and implemented them in the school. TL1(R) mentioned that the ethical behaviour of his principal and the comfort he felt in working at a school led by a strong head, gave meaning to the work he did and therefore he worked closely with the principal. He shared a picture of his principal, shown in Figure 6.1 below.



Figure 6.1: Image of TL1(R)'s principal at a fundraiser for a school library that TL2(R) had been so passionate about developing.

TL3(G) thought of two salient factors that emanated from the school which gave his leadership wings. His subject allocation, which gave him the advantage of interacting with all the teachers, and being managed by SMT members who he believed to have the essential expertise and integrity, helped him to build good ties with his colleagues and to benefit from their management skills. He said this:

TL3(G): You see in those days, the principal, deputy principals, even the heads of departments, they were fully qualified, had the skills and expertise to train us, and we learnt from the best. That helped. My position as the Athletics Master gave me advantage of working with all teachers.

On arrival at XBH, the school provided an opportunity to TL4(X) in the form of the marching band. The responsibility of reviving the marching band, where he became a leader and developer of learners, inadvertently developed him exponentially. As there were initially only nine boys in the band, which was weakly structured, TL4 worked tirelessly to instil confidence in the boys and then build their skills. Knowing nothing about how to run a band, he enrolled in a course at a music school to learn about music so that he could lead the boys. His hard work and persistent motivation finally transformed a very dysfunctional band, and he saw the day when the boys took responsibility for their work and took the band to a level of success and fame. His inspirational leadership and teaching of life skills, pushed the boys' performances to the next level, despite the lack of structure and skills within the band. He remembered how the boys in the band went from feeling like zeroes to heroes as follows:

TL4(R): *With the band, they needed to lead themselves. I needed people to do certain things, to get to a point where band leaders will be able to run the entire band and give others these roles. We started with nine kids at the beginning and it's just jumped exponentially. It's getting bigger and bigger. Just motivating them because they were so demotivated because they didn't think they could play well before me. If you just come with a lot of confidence and motivation to the kid's rehearsals and find opportunities for them to showcase their talent, that's how I did it. The band boys now run themselves now. We have performed at Moses Mabhida stadium at the PSL Nedbank finals at the opening ceremony and on numerous occasions for marches at the Hilton Arts Festival.*

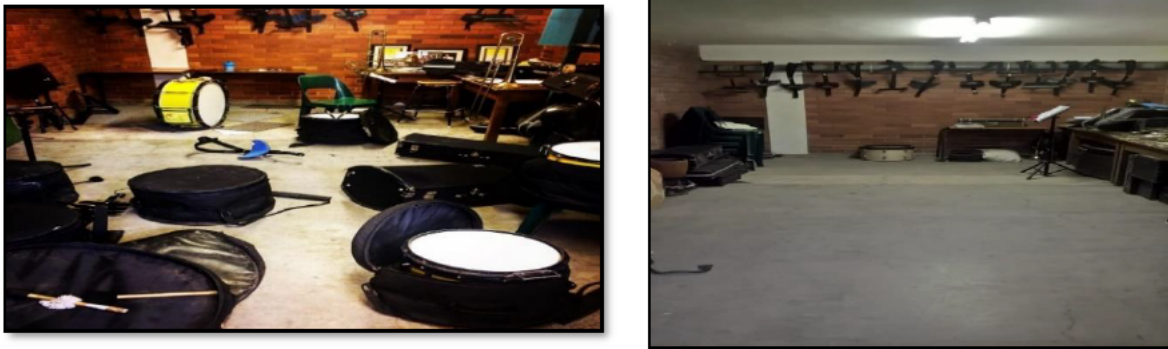


Figure 6.2: (Left) The untidy, disorganised band room with broken equipment before TL4(X) arrived at XBH, and (right) the band room transformed by learner leaders under the leadership of TL4(X).

TL4(X) believed that his assumption of the subject head post in the GET Phase was a motivation for him to develop further. TL4(X) explained that he enthusiastically took the initiative to apply for the post, knowing very well the challenge of a lack of GET subject advisors to assist with curriculum matters, which would have caused certain difficulties in managing the GET department. Upon being awarded the post, he diligently engaged in self-development as he explains here:

TL4(X): *I went back to that job description to see what is it that I actually have to do and start implementing things. Things like moderation and monitoring of classes and teachers. I had to actually do proper research and that is how a lot of my development*

in my subject also happened because I have to know the CAPS document quite well because my previous school, my HOD knew the CAPS document quite well and if there was an issue, she would sit with the CAPS document and show me the things that I required. Then I started doing it on my own, I could actually sit with other people and do the same. If you find what your shortfalls are and if you can find ways to fix those shortfalls, then you develop further. A lot of it was self-development as there are no GET subject advisors to assist.

TL4(X)'s management skills developed in his three years at XBH, and were his survival strategies. Interestingly, the instability of the teaching day at XBH, which really frustrated TL4(X), his English lessons, the meetings he had to chair in the Culture Committee and as subject head and even parent evenings, all served as school opportunities that forced him to become more organised and reflect on his development. This development can be understood from the following words:

TL4(X): At the beginning I was not good, but in three years here I have learnt to plan, organise and manage because things are always changing. Planning became very important to me, if I know what to expect, I know how to approach it. It helps me in setting goals and reduces my stress. Getting the notices, agenda, minutes out there. At a big school like this, things change constantly, you need to be on top of things. At first I never knew what to say in meetings. Now I know.

He added the following:

TL4(X): I am engulfed in taking on some else's responsibility as my own. At parent teacher meetings, the school offered me an opportunity where I could reflect on what I did right and what went wrong. I developed that way.



Figure 6.3: (Left) Literature lesson planning essentially done a week before the lesson; (right) parent-teacher evenings: Reflection on teaching

The school, as can be observed by the deliberations within this theme, can become a fertile site for the growth and development of teacher leadership if opportunities and support are provided to teacher leaders. The findings within this theme illustrated that the roles and responsibilities that schools offer — such as acting HOD posts [TL1(R) and TL2(R)], the athletics master post [TL3(G)] and even the GET subject head and bandmaster posts [TL4(X)] — can become leadership and capacity building opportunities. When teachers dare to lead within these roles, even amidst fear and challenges, they fuel their own development while appreciating SMT and collegial support. As TL1(R) pointed out, participation in school roles and responsibilities makes it easy to accept school policies and rules, as individuals feel part and parcel of the process.

Another finding was that building trusting, respectful relationships amongst teaching staff may be an effective way of keeping teachers in the system, as asserted by TL1(R). In addition, TL2(R) and TL4(X) illustrated that even challenges such as managing several teachers in a department without an HOD or subject advisor, or taking on the roles of bandmaster and senior marker, become opportunities that bring out leadership skills that teachers themselves are unaware of. Consequently, the teacher leaders' work as described within this theme revealed that stumbling blocks have the potential to become stepping-stones to success, as not all challenges restrict teacher leadership; essentially, it is about how you mitigate a challenging situation. The topic of how teacher leaders act as mitigators of challenges will be discussed further in section 6.5 of this chapter (page 234).

SMT1(R)'s trusting and capacity-building relationships with his staff resonated well with the findings of Bellibaş and Gümüş (2021), who discovered that school principals are key role-player in establishing a climate of collegiality and trust. SMT1(R) was able to engage teacher leaders in meaningful, job-embedded (Weir, 2020) (Chapter 2, section 2.6.3, page 57) projects within the school, thus acknowledging teachers as significant social capital, and producing more valuable learning external developmental programmes. Furthermore, SMT1(R)'s disciplinary strategy of monitoring and recording latecomer learners personally, so that his HODs could teach, saved teaching and learning time, and increased teacher efficacy and classroom success, as asserted by Kraft and Falken (2020).

In addition, Katzenmeyer and Moller's (2009) finding that teachers feel that selection is based on favouritism and not expertise, justifies SMT1(R) decision not to fraternise with his teachers. Interestingly, the relationship of trust, reliability and dependability between the teacher leaders and their SMT members validates other research that suggests that reliability and dependability determine the level of trust (Berkovich, 2018). Moreover, the findings within this theme support Grant's (2012) finding that schools are places where teacher leaders are given the opportunity to use certain abilities that even they are oblivious about. The PLCs created by the teacher leaders within this study, validate the proposition made by Salleh (2019) and Weir (2020) (Chapter 2, section 2.6.4, page 62), and Kraft and Falken (2020), that PLCs support teacher collaboration, professional development, critical thinking and teacher learning.

Kraft and Falken (2020) add that stronger school climates retain teachers in schools and motivate them to improve learner performances, while Zepeda et al. (2013) (Chapter 2, section 2.4.2, page 40) and Nappi (2014) (Chapter 2, section 2.4.2, page 40) argue that healthy, collaborative school climates attract teachers to the profession and can reduce teacher burnout. As I argued in Chapter 2, section 2.4.2 (page 40), teacher leadership is a necessary vehicle that can positively re-conceptualise the teaching profession, helping teachers to re-imagine better, richer prospects in teaching. Additionally, Bradley-Levine (2018) found that in order to achieve their aim of fulfilling the needs of learners, the participants in her study, like the participants in this study, demonstrated teacher advocacy by naturally placing the needs of learners and colleagues above their own. In doing so, Bradley-Levine (2018) asserts that, essentially, teacher leadership encompasses ethical and collaborative leadership, as was demonstrated in these findings.

The collaborative school cultures identified within this theme resonate with Qanay, Courtney and Nam (2021), who found that collaborative school cultures nurture teacher leadership capacity. Similar to the findings of Chinese studies conducted by Walker and Qian (2018) and Zheng, Yin and Li (2019), the teacher leaders involved in this study achieved success and self-efficacy in their professions owing to teacher proactivity and collaboration with other teaching staff and school management in the professional development of colleagues and learners. This finding supports Reichard and Johnson's (2011) seventh proposition of LSDT, as it correspondingly suggests that leader self-development behaviour can occur and be maintained by networking, resources and the positive leadership styles of supervisors. TL4(X)'s learning initiatives and attempts at self-development in preparation for his GET subject head post, supported the fourth proposition of LSDT (Chapter 3, section 3.2.1, page 81), which suggests that the organisation's human resource selection system "is the leader's first exposure to what is expected in the organisation" (Reichard & Johnson, 2011, p. 37). Moreover, LSDT suggests that the human resources selection and training motivates a needs analysis, goal-setting, self-management, learning, responsibility and openness in the leader, similar to TL4(X)'s self-development goals. Likewise, placing the needs of learners and colleagues above one's own needs, and finding various developmental strategies to serve better and more efficiently, directly relates to the goals of servant leadership (Greenleaf, 2003). This strengthens the notion that teacher leaders exhibit servant leadership qualities.

The following section explores the collegial circle as an enabler of TLD.

6.3.2 The collegial circle as an enabler

The availability of more and less experienced colleagues, and the contextual needs of teaching and learning, fuel TLD when willing and enthusiastic teacher leaders cause a cross-pollination of knowledge and skills within the collegial circle.

TL1(R) remembered how he had absorbed knowledge, skills and teaching expertise from his more experienced colleagues during his novice teaching years:

TL1(R): So, you start liaising with these guys at the marking centre, they also in the know about what is happening in those schools. Even now, I am interacting with the author of one of our books, the 'Top Class', networking, you can deal off information from him too. He broadens your perspective of looking at things. It is because if you

want to gain more knowledge and more insight ... Like these guys have done research and things on the methods. Remember when you start out you not considering giving so much as you think about getting. When I first started off, you knew you didn't have much to give so you were looking at more to get. So, when you are new, as I started getting more and more, I realised now I can give now to the younger ones as well.

TL1(R) added that a significant enabler to his development was the open communication between management and teaching staff. He expressed these sentiments:

TL1(R): Here the PL1s are free to interact with management and the principal always encourages that which is a good thing so if you get involved in a process, you know how the process works, and you take to the process works. Like I am part of the various committees and if I there are any controversial issues, the SMT will come to me and ask me, Mr ..., what do you think about this?

Moreover, TL1(R) believed that a friendly, supportive, and family-oriented school environment made him feel safe and comfortable at Rivendell High. He shared a picture of his early days with his colleagues (shown in Figure 6.4 below), and described the comfort he felt, and the support and respect he received as a teacher.



Figure 6.4: TL1(R) (front, centre) in his early career, with his supportive colleagues.

In addition, TL1(R) emphasised that it was in fact the loving and caring relationships amongst the teachers at Rivendell High that helped the staff work through their differences, which he explained as follows:

TL1(R): *We have a very family-oriented relationship with the teachers. We have our problems but what makes it nice is after that we still a family. When we meet them or invite them for a function, they will speak of the cliques in other schools and they tell us that the relationship in other schools among teachers, is not good, there are cliques and they tell us that what we have in our school is gold. We have our troubles but we don't have a complete breakdown in relationships. In some schools two people cannot walk in the same corridor. The overriding factor in this relationship we have at our school is more love than hate. So that is a plus that we have a great staff to work with. I am very happy with our staff. Our staff is not a militant staff.*

SMT1(R) mirrored what TL1(R) stated above. He shared similar sentiments:

SMT1(R): *We often refer to our school as the [Rivendell] family, there's a sense of working together, looking for each other I'd like to think that, that has filtered to my teachers as well.*

Observing proactive and progressive colleagues motivated TL2(R), and enabled her actions and learning. She remembered the nature of the collegial support she received and the positive personal qualities of her colleagues that fed her enthusiasm at Rivendell:

TL2(R): *I get a lot of support from some colleagues. I have an older colleague that will never take my suggestion but the younger ones do. Even that younger colleague, who helps download papers for me? It motivates you when they are willing to help and you learn from them. My cousin, keeps improving herself and another friend of mine, she has so many degrees, I think I have their initiative and drive. If your colleagues are trained, skilled it helps you. Like Mr ... [TL1(RH)] he gets things done quietly, he doesn't take credit or look for attention for the work done. I learnt computers from him. He just gets it done and carries on with his work. I really admire that of him. He's strong, talks when he is talked to, you can't walk over him though. There was another union man, he taught me assertiveness and negotiation skills.*

Being an informal leader at Rivendell High with her deputy principal's support seemed to have given TL2(R) more freedom and ease to undertake her responsibilities. TL2(R)'s close communication with her proactive DP reduced her interactions with other less active management staff and nurtured her teacher agency. A clear description of her bold transformation was explained by SMT2(R) as follows:

SMT2(R): *She's become much more confident now because she does not have to deal with other people now because I am here. I see that when she walks into my office and says, "Mam, you are the DP and you need to attend this meeting because x is not here and y is gone to a meeting ... You are in the team. So she doesn't hesitate, she's bold and assertive, but she says it very nicely, not like in your face. She will say we need to do this like this, and most of the time I will agree!*

TL2(R) was not particularly impressed with her previous HOD who "did what she had to do in class and that was it". However, she greatly appreciated the efficacy and agency on the part of her deputy principal, which motivated and enabled her development. Since TL2(R) was an innovative, free-thinking individual, who was ready to make changes for the betterment of the school, she found a like-minded, enthusiastic partner in SMT2(R), who helped her to develop her leadership in leaps and bounds. Similar to TL1(R), TL2(R) talked of the principal's ethical character and integrity, which she said gave her a sense of security in her leadership development. This came through in her story when she excitedly related her enabling relationship with both these SMT members as follows:

TL2(R): *My current DP is an amazing woman, she's quick, she's sharp. She puts her money where her mouth is! She can do anything, excellent paperwork too. I can go to her anytime. She recognised our English loads and put measures in place to ease the load. That helps me. So you have a woman who is innovative. If I want a TV, an aircon, she says, "Go for it!" and immediately sources out a sponsor! She has made a great difference. My enthusiasm as a teacher went up when she came and the principal? A man of integrity, a man I respect. If I was working under a crook, I have worked under certain DPs who were, I would never feel so enthusiastic. Like when I need a room, the media room? She would say writing to the SGB would take time, she will make it happen. She would say, "Let's not worry about formalities, we not doing anything wrong" and she will get me my room. She motivates me by just being efficient. She shows me that even without a lot of money and resources, things can get done.*

TL2(R) described how SMT2(R)'s support of her teacher leadership in the form of prompt action in response to her request, resulted in an air-conditioner being installed in Rivendell High's library, making it a comfortable reading area for learners.



Figure 6.5: Prompt action by SMT2(R) resulted in this air-conditioner being installed in Rivendell High’s library, which became a comfortable reading area for learners.

SMT2(R) described her own proactive stance, revealing the pull factors within her that attracted TL2(R) to her, and which resulted in a more active management culture at Rivendell High than before. Doing away with the old and bringing in the new was her strategy, as illustrated by this extract from our discussion:

SMT2(R): I am prepared to venture out of the box and I think that’s what she [TL2(R)] appreciates. Negotiating with the principal is better with me than the people they had before. I have out of the box strategies I use with the principal, he accepts it. I think teachers appreciate that that I have moved away from the old school of thinking. Like this was not done before at this school.

Similarly, TL3(G) discussed the nature of collegial support he received from the SMT of his school during his novice teaching days as follows:

TL3(G): I was terrified when I was thrown in with a mixed bag of subjects but what was a life saver was the management at that time took you in and gave you workable advice that allowed you to flourish. If the HOD came to me at that time and told me I am a useless, I don’t know why we selected you! It would have demolished me same time! Everything I did right there was praise from the SMT, which kind of inspired me to want to do better. The HOD would give me the frontline all the time, like deliver a speech in front of the principal or workshop the Commerce staff even as a newcomer. You know immediately your work has some degree of importance.

SMT3(G) stated that TL3(G) was selected by the SMT based on skills and performance. He also mentioned TL3(G)'s collaborative nature and willingness to listen to guidance from others, which was an attribute that attracted the SMT's attention to him. He shared this:

SMT3(G): ... the principal in those days observed certain skills and his [TL3's] results were very good so he recommended him to the SMT and chose him. His HOD, at that time, saw his talent and developed him keenly from his early teaching days. He would attend all the meetings. And when he did presentations to staff, he would say, 'these were the problems we picked up at the meeting, and this is how I suggest we work through them, any suggestions? He would never say, 'This is how you should do it'. Always taking suggestions, even mine.

TL4(X) stressed that assistance and guidance, and timeous meetings with his middle managers, such as his English HOD and HOD of Culture [SMT4(X)] were invaluable. He received adequate curriculum knowledge and guidance to navigate through the teaching plan for the year from his English HOD at XBH. Furthermore, she trained him to do planning for the GET Phase, of which he is a subject head. Her awareness of happenings at XBH and her foresight inspired him. SMT4(X) represented senior management and had great insight into the protocols set by senior management, and by bridging this information gap, SMT4(X) assisted TL4(X), who did not have a direct connection with senior management. This valuable intel from SMT4(X) kept TL4(X) informed and up to date regarding school policy, and he therefore was always a step ahead of others at XBH. He elaborated as follows:

TL4(X): My HOD for English is in here a lot as well. We have a lot of discussions about the work that's going on and planning. I learn a lot from her. Content, subject knowledge and how to set the day or the term planner for the rest of the staff, so all of these things. There's a lot of thought that goes into planning, she taught me. We need to know what the staff members are up to. So, my HOD helps me a lot with just reminding me. The HOD for Culture, he is in my office a lot. He's our link between management and what happens daily. So, I think a lot of what he says comes from meetings when he tells us what's to be done and I do it, keeps me ahead of others. We have a close relationship.

TL4(X) remembered the collegial support he received when he first came to XBH. In a big school, with so much happening and so many staff members all doing different things, he was

grateful to his fellow PL1s for extending a helping hand and guiding him to find his feet. He remembered the following:

TL4(X): PL1s were very open to assisting you back then more than today. Also having a lot of compassion towards someone who has just come into this, that was very supportive for me and if you had any problems regarding your subject or anything, everyone was so supportive in assisting you and changing plans to help one another. They helped me figure out what management wanted. Getting experience from both SMT on how the school runs and obviously they get in teachers who are very clever in their subjects.

TL4(X) had majored in Computer Applications Technology (CAT) which put him in a position of higher knowledge and skill than his fellow colleagues, and aided him in developing them and himself as a GET subject head. His colleagues often looked up to him, and admired and respected him for the assistance he provided, and often frequented his office when they were in need of assistance. He described how he used his computer skills to develop his circle of colleagues at XBH:

TL4(X): My Computer Applications Major puts me ahead of others. I am quite an expert in it. So, I can help other struggling colleagues. We have two colleagues that over 60 so ... yes, they can read emails and all of that but when it comes to entering the marks and checking the formulas and converting marks, I assist them by punching in their marks. I teach them too. So, they learn but some come back with the same problem. I act like I am busy and supervise them as I work. They learn to do it. I use the Plus One Theory; you add more thing to what they already know. So every time, I teach them a new thing.

In Chapter 5 (section 5.3, page 141), I discussed the seven roles that the four teacher leaders enacted at Rivendell High, Guardian High and Xavier Boys' High. Essentially, having more-experienced colleagues around them provided teacher leaders with opportunities to learn from these colleagues, while having less experienced colleagues within the collegial circle offered teacher leaders opportunities to develop others in the seven roles discussed in Chapter 5. Development within the collegial circle validated Katzenmeyer and Moller's (2011) finding that teacher leaders are skills reservoirs, and are effective conduits that can influence the TLD of others (Fang, 2021). Likewise, the thematic findings here revealed that TLD involves the

early collection and later dissemination of knowledge and skills (Smulyan, 2016), where influence increases with time (Hunzicker, 2017). Consistent with Huggins et. al (2017) (Chapter 2, section 2.7.2, page 68), the nurturing environments for collegial professional development at Rivendell High, Guardian High and Xavier Boys' High are characteristic of PLCs, which makes it possible for teachers to embrace different, supportive roles for the learning and development of others.

Furthermore, the TLD work within this theme supported the findings in the literature that healthy socialising processes nurture positive attitudes to the teaching profession for novice teacher leaders in the early growth years (Struyve, Daly, Vandecandelaere, Meredith, Hannes & Fraine, 2016; Thomas, Rieties, Tuytens, Devos, Kelchtermans & Vanderlinde, 2020), while professional support mitigates novice teachers' challenges (Newberry & Allsop, 2017). As suggested by Harrison and Lembeck (1997) (Chapter 1, section 1.8, page 13), teacher leaders use their agency, and their knowledge of the school and district, to improve their schools and institute change, rendering teaching a fulfilling profession (Darling-Hammond, 2017, Chapter 2, section 2.4.2, page 40).

The finding that various interactions and processes within the collegial circle support TLD supports Reichard and Johnson's (2011) LSDT, which proposes that leadership is a multifaceted process and cannot occur in a vacuum. According to Reichard and Johnson (2011), the various stakeholders' roles, processes, interactions, support, training and recognition, all work together in leader self-development, which enriches the development of the school as a whole. Thus, organisational factors such as the training, selection and performance of teachers, and the leadership style of departmental heads, deputy principals and principal, and social networks, all enhance the motivation to develop leadership, which further spurs continuous leader self-development (Reichard & Johnson, 2011).

The findings likewise revealed that as efficient human resources, SMT members who were equally enthusiastic about TLD shared their knowledge, skills and expertise in management, planning and curriculum matters (Harrison & Killion, 2007). As more experienced colleagues supported the development of their less experienced counterparts in their collegial circles, they demonstrated stewardship, commitment to growth, and community building, similar to servant leaders (Spears, 2010). In addition, the collaborative work the four teacher leaders engaged in promoted tolerance, acceptance and the appreciation of individual differences and uniqueness, which Greenleaf (2003) describes as a salient characteristic of servant leadership. Through

stewardship, service to the school becomes a priority, where teacher leaders and SMT members work tirelessly towards school improvement. Like servant leaders, teacher leaders are committed to the growth of their colleagues as they develop themselves and others through learning and training programmes. This is where the community building attribute of servant leadership becomes apparent, as teacher leaders extend professional learning opportunities into their cluster communities, marking centres and beyond (Greenleaf, 2003; Spears, 2010).

The following section discusses the classroom context as an enabler of TLD.

6.3.3 The classroom context as an enabler

TL1(R) reported that the disadvantaged contexts learners come from, forced some learners to approach their teachers for counselling. He said the following about his feelings of parental responsibility for his learners:

TL1(R): Actually, many learners find it easy to come to me and discuss matters that disturb them. Learners recognise the person's ability and they come for help. Some of them come from rough backgrounds where they don't even know their fathers and don't have that fatherly figure. So as a male and a pastor, I try to be that figure so that they can relate to me. Learners are with us most of the day, so we have to be their parents

TL2(R) asserted that her learners developed her, and I was quite curious to discover how they did that. She said the following:

TL2(R): But I will tell you how they 'have' developed me. They have developed me to look for ways to get the message across and they have made me search for new ways, more innovative ways to get the message across to them. Them being English second language learners made me work harder! Every child has good in them. If you can identify it, compliment it, develop it. Learners will meet me years after schooling, and tell me: "Mam, you opened my eyes, you opened my eyes to see beyond, I was very closed!"

In TL2(R)'s RJE, she indicated that within a hectic teaching profession, teachers ought to persevere to find strategies to adapt and to understand their own unique teaching style. She wrote the following:

TL2(R): *Thank God I was allowed the freedom though to develop my unique teaching style. Even in a profession defined by rigid timetables, record keeping etc ... a teacher has to find out what best works for him because in essence his methods are an extension of his personality.*

A very confident TL2(R) mentioned how she had prepared to teach *Life of Pi*, a set book for her Grade 12s, and how it pushed her into a journey of introspection that not only developed her personality but gave her role direction with her colleagues as well. So, on her journey to develop her classroom of learners, she developed herself unknowingly. She explained:

TL2(R): *I see myself as a strong person who knows herself now than ever before, clear about my goals which informs my actions. Like I am constantly learning, I just started reading Gary Zukav's 'Seat of the Soul'? I had to teach 'Life of Pi' and needed to understand different religions and spirituality. So, I went on to read Barack Obama's autobiography and Dalai Lama books on spirituality. Through this, I know my colleagues more than before.*

TL2(R)'s self-study of these thought-provoking books (as shown in Figure 6.6. below), therefore developed her leadership stance, allowing her to connect on a deeper level with her learners and colleagues.

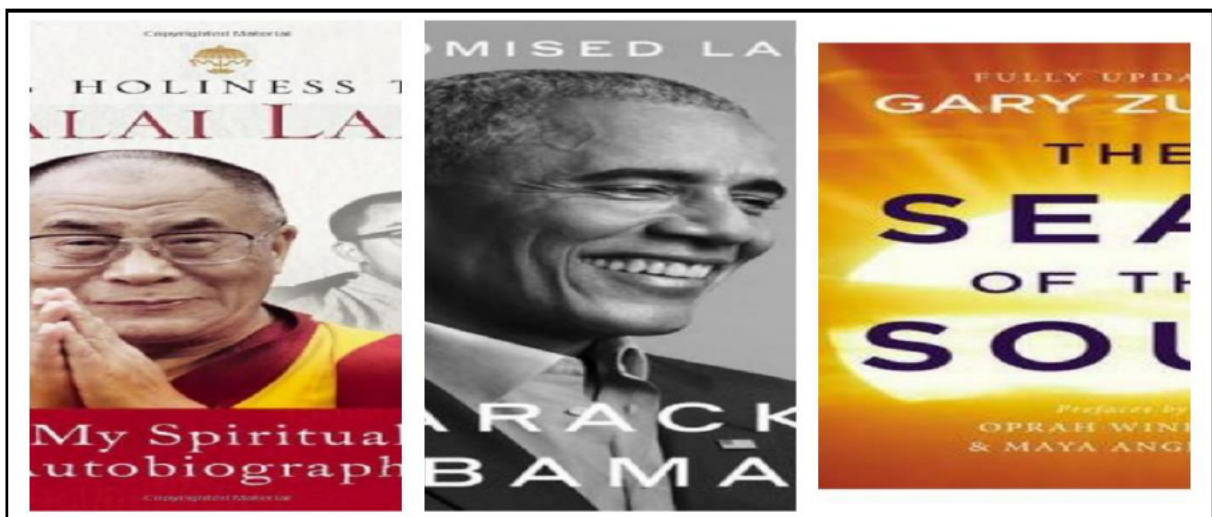


Figure 6.6: Some of the thought-provoking books that developed TL2(R)'s leadership stance.

In TL2(R)'s RJE, she described the power of her job as a teacher, within which she assumed a parental role with her classroom of learners. To TL2(R), the classroom context requires a teacher to be a mother, father, teacher and then God, and her belief was that she had developed and matured in these roles. She wrote the following about her role as a teacher:

The Hindu maxim underlines the gravity of our position:

MATHA, PITHA, GURU, DEVA

(mother, father, teacher and then God)

For TL3(G), the classroom context became a rich environment for leadership development because of his affiliation with school athletics in his role as athletics master (Chapter 5, section 5.3.1, page 141). TL3(G) explained that his learners recognised his dual role as a History teacher in class and as an athletics coach on the field, and upon observing this, he was able to find a loophole to get into the heads of his learners and influence them as a life and personal coach, as a mentor and as a change agent at school and in the classroom (Chapter 5, section 5.3.3 (page 158), 5.3.4 (page 163) and 5.3.5 (page 170)). The fact that their Accounting and History teacher was also an athletics coach who ran with them on the field, resulted in the development of a special bond between TL3(G) and his learners. He explained this as follows:

TL3(G): You have this growing rapport with the child because he's seeing you coaching, giving instructions for physical education on the sports field, and now they seeing you as a teacher, right? Your voice has dropped down to class level, so now they are seeing the complete picture, not just the athletics coach telling you to do press ups! Now they know you have subject content too who can help them academically.

TL3(G)'s closeness to the learners and position in the classroom as a teacher and leader of learners, placed him in a pivotal space where he could understand the learners' context and accommodate their learning in contextually appropriate ways. He said the following:

TL3(G): Like when I had to teach Accounting? I went home and studied but studied through the eyes of the learner. Everything, the cash receipts journal, the carbon copies of receipts, everything, I learnt it like my learners would learn you see? I tried to experience the difficulties they would experience as I learnt it through their eyes!

TL3(G) emphasised that teacher leadership work is about teaching but is also about everything else that may be affecting the learner. He wrote the following about what he believed to be significant to teacher leadership in his RJE:

TL3(G): A teacher leader must be an educator, educating in every walk of life. You can't simply go in and teach a subject clinically and walk out. You have to see your impact and the impact of other learning areas on the learner. Teacher leadership is about thinking holistically, thinking out-of-the-box, thinking life-saving skills, that they can use in their lives.

SMT3(G) observed the following about TL3(G) as a leader of a classroom of learners:

SMT3(G): He had a way of getting it across to the pupils more than others. His communication style was one where learners identified with.

The classroom context allows teachers to bond with learners, and certain values and life skills, as mentioned by TL3(G) above, can be “engendered” [SMT4(X)] in learners to help them find direction in their lives after school. What was stated by TL3(G) above resonated well with SMT4(X)’s comment on TL4(X)’s work, which was as follows:

SMT4(X): He develops the boys and I have seen them work very closely. They need to be developed holistically. When a boy walks out of that gate at the end of matric, he has been moulded into a person who knows exactly what he wants to do ... I don't want the boy to say, I got taught but I am not sure where I am going in life. So he will look into their files, see into their background ...

TL3(G) insisted that the contextual struggles of learners in the classroom provide a platform for teachers to develop in their roles as life coaches, as discussed in the teacher leader roles presented in Chapter 5, section 5.3.7 (page 181). Close proximity to learners and interaction with them in a classroom facilitates these encounters for teachers, more than in any other area of the school. Supporting this notion, TL3(G) wrote this in his RJE:

TL3(G): You are teaching, but a child in the class is being bullied, not in your class, he's being bullied somewhere else! Do you know how to help that child? You have to learn to help him otherwise he is not going to learn in your class. So as a teacher leader you have to think out of the box, teach him life-saving skills. You have to understand

the impact of other aspects on the child, the school, bullying, academics, sports, everything. It is a holistic approach.

Given that TL4(X) was quite proactive in teaching and extra-curricular activities at XBH, his classroom manager skills were his survival strategies, and assisted him in facing unexpected situations in the classroom and beyond. So, the unstable timetables at XBH, his English lessons, the meetings he had to chair on the Culture Committee, his role as subject head, and even parent evenings all served as opportunities emanating from the classroom context that forced him to develop better planning, organising and leadership skills, and to reflect on his development. He described this development as follows:

TL4(X): The classroom has taught me much. I have learnt that planning is very important to me, if I know what to expect, I know how to approach it. It helps me in setting goals and reduces my stress especially when I stand in front of my learners. At the beginning I was not good, but in three years here, I have learnt to plan, organise and manage. At a big school like this, things change constantly, you need to be on top of things. Now I know.

He added the following:

TL4(X): I am engulfed in taking on some else's responsibility as my own. At parent-teacher meetings, I reflect on what I did right and what went wrong in the classroom. I developed that way.

Figure 6.7 below shows some of the image artefacts that represent how the classroom context was an enabler for TL4(X)'s TLD. The classroom context, represented by the set works, helped him to develop his lesson and curriculum planning, and overall organisation, while parent-teacher evenings, represented by the image of the desk with his name on, helped him to reflect on his teaching.

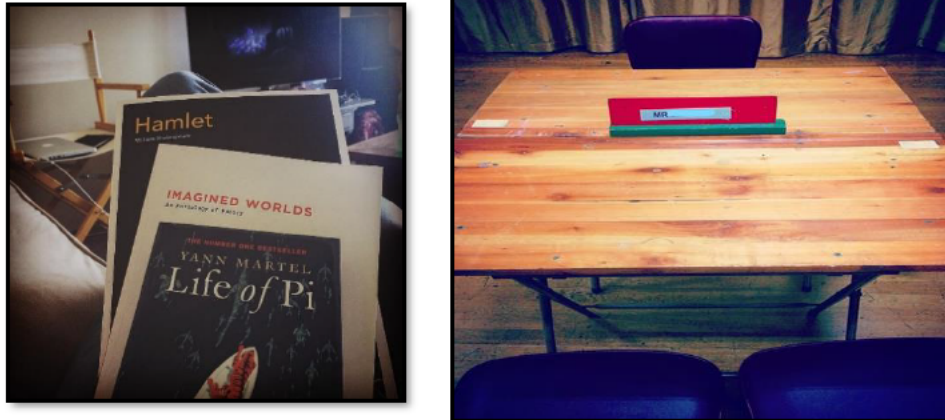


Figure 6.7: (Left) The classroom context helped TL4(X) develop in lesson and curriculum planning and organisation, and (right) parent-teacher evenings helped him to reflect on his teaching.

The findings within this theme reveal that there was a deep creative stance expressed by the participants towards effective teaching and learning, even amidst the challenges of their classrooms and professions. Moreover, the teacher leaders' persistence in connecting with their own spirituality, morality and pastoral side, so that they could connect on a deeper level with their learners in the classroom, demonstrated teacher commitment and enthusiasm. These are elements of idealised influence and inspirational leadership found in transformational leadership, which enables stronger, collaborative relationships with learners and strengthens learner enthusiasm (Erdel & Takkaç, 2020).

Furthermore, to “eliminate the boundaries of stiffness between teachers and students” (Suryana, Widiawati & El Widdah, 2020, p. 384), the growing rapport established by the teacher leaders with their learners, as demonstrated within this theme, became a nurturing factor for TLD. For instance, as elaborated in Chapter 5, section 5.3.7 (page 181), teacher leaders' work as life coaches with learners involves closer, deeper relationships with learners as friends and confidants, easing the usual rigid protocols between learners and teachers. These tactics of focused care nurture stronger relationships between teachers and learners, where learners start sensing that their teachers genuinely care for their well-being and reciprocate this caring attitude by focusing more seriously on learning (Suryana et al., 2020).

Additionally, regarding development within the seven teacher leadership roles presented in Chapter 5, Kho, Yusof and Syed Mohamad's (2015) study found that teacher leaders' roles positively influence their competencies and commitment, spurring them to expand their

classroom leader roles to school-wide leader roles. Furthermore, it has been found that teacher innovativeness and creativity are related to “ethical, moral, professional, intellectual, social, institutional, individual, and processual needs” (Žydzūnaitė & Arce, 2021, p. 125).

Fairman and MacKenzie (2012) corroborate the finding that, amongst other factors, teacher leaders’ informal leadership is triggered significantly by teaching needs arising from the classroom context, and that teacher leaders initiate their own learning with the primary aim of improving teaching, learning and learner achievement. Overall, this then is in keeping with my argument in the opening chapter of this thesis, that TLD starts in the classroom (Warren, 2021b; Chapter 1, section 1.3, page 7). The teacher leaders’ use of empathy to care for and understand their learners supported Powles’ (2016) finding that teachers demonstrate empathetic, helpful behaviours towards their learners, similar to that of servant leaders. The teacher leaders’ development into their parental role towards learners at school, where they act ‘in loco parentis’, and their attitudes and behaviours, comply with the National Education Policy Act, 1996 (Republic of South Africa, 2000) documented in Chapter 1 (section 1.2.1, page 1).

The following theme examines the innate factors that provided an impetus for the work and related TLD of the four teacher leaders.

6.4 WHY TEACHER LEADERS DO WHAT THEY DO: INNATE FACTORS

In addition to the enabling factors discussed thus far, I delved more deeply to understand why teacher leaders chose specific pathways for development, and why they behaved in specific ways. While certain internal reasons for the TLD of the teacher leaders had surfaced, there was a need for a deeper understanding into the specific behaviours of teacher leaders, because what they do stems from who they are and their beliefs and values. Thus, as I continued to explore the reasons behind their behaviours, I discovered that certain factors within them motivated them to go the extra mile. Their life experiences during their formative years had moulded their behaviours and actions, as had their personalities and skills, their learning dispositions, their passion and caring for teaching, and their need for learner discipline, order and ethics. These intrinsic motivations for why they did what they did are discussed in the following sections, starting with an exploration of their life experiences.

6.4.1 Teacher leaders' life experiences

I learnt that the teacher leaders' upbringing, socialisation processes and family influences had developed certain motivations within them for leadership. TL1(R) had decided to assume a father-figure role after the passing of his father. He explained that observing his father as a leader in the family had moulded who he became:

TL1(R): When dad passed on, I was the eldest and the only son and had younger sisters. Dad was a strong leader in the family and after him everyone looked up to him, we too. Then they looked up to me as the eldest son. So I had to fill that position and look after everyone. So, I found my passion in Theology and became a Pastor, so everyone looks up to me now.

TL2(R) explained that being surrounded by strong, resilient women had influenced who she is today:

TL2(R): Mummy, late. Very intelligent women. A Muslim, pulled out of school yet she used to win essay competitions at school. We never had money. Clothes we wore hand-me-downs from cousins, but what little money she had, she would buy books for us. She would take us into a room and read from them. She sold her necklace to send me to university! I think mum was a strong woman, there are a lot of strong women in the family who made something of nothing! I was broken, depressed after my divorce, mum told me: "My girl, come here, other women have survived break-ups and you will too". She never allowed me to give up or be a victim! After my divorce, I had to change.

TL3(G) had also had his share of personal life crises, in the face of which he remained resilient and dedicated to the teaching profession. Painfully, he remembered the following:

TL3(G): Mum was diagnosed with Parkinson's in 1990, dad retired and fell ill with lung cancer and within six weeks he passed away and my mum was all alone. I would go to work and give my neighbours the keys, they would come and bath her, check on her as it got worse. Weekends I used to go to school to mark the tennis court, it was difficult. Mum would be upstairs. I would be doing the ironing of clothes for school. When mum passed away, I was downstairs marking papers. When I went up, she was gone.

TL4(X) remembered the following salient aspects of his childhood:

TL4(X): I come from a very strict, conservative Afrikaans family. It worked for me, I mean I got to where I am today because of that discipline and that is something I want to instil in the kids. There's a time and place for everything. You have respect for the people who are teaching you and your classmates in class and all the other disciplinary issues will fall into place. I learnt that from family.

TL1(R) had a need to embrace a fatherly role to care for his family, and this carried through to his stance as a teacher leader. TL2(R)'s upbringing around resilient women, her painful divorce, her family's financial struggles, and the love of reading instilled in her by her mother, shaped her affectionate personality and gave direction to her work as a leader. Through her passion for reading, she was inspired to start the library at Rivendell High. TL3(G) had experienced the painful passing of both his parents and was still able to focus on his teaching duties during that traumatic phase in his life. Similarly, TL4(X)'s strict Afrikaans family background and the rules set in his household moulded his personality into a disciplinarian.

These findings align closely with Palmer's (2018) study, which found that teachers' formative years shaped their adaptability as teachers. Furthermore, by experiencing poverty, death and other difficulties, the participants were better able to sympathise, show empathy, and relate to others who going through challenges (Palmer, 2018). TL2(R)'s embracing of her own spirituality, and reverence for strong role models and empowered females, supported De Bruyn and Mestry's (2020) finding in their study on female principals' leadership that teacher identities are moulded and refined by teachers' ideologies and upbringing, and that such strategies build resilience and help teachers to cope with adversity. A salient finding from Duval's (2017, p. 99) study of informal teacher leaders' attributes and development in the international context, mirrors this study's finding that informal teacher leaders have a high level of "persistence and grit". Reichard and Johnson' (2011) LSDT is also supported by these findings, as it similarly suggests that leaders' innate motivations, values and beliefs influence leader self-development. The findings within this theme also validate Collinson's (2012) proposition that leadership development occurs daily, even without leaders being aware of it (Chapter 2, section 2.5, page 44).

The following section discusses the innate personality attributes and skills that served as intrinsic motivations for the teacher leaders' TLD.

6.4.2 Personalities and skills

I asked TL1(R) about his personality and where he believed he had inherited certain qualities for effective leadership. I learnt that his non-confrontational, friendly and approachable attributes were salient enablers to his leadership development. He expressed the following sentiments:

TL1(R): I would not say things to hurt people, not confrontational at all. I am very guarded against that and that makes me the person I am. I am one of the easiest guys to get along with at school, it's just my nature, my character. In fact, many will come to me and let go of their issues. So people generally, even the principal would come to me with issues. While being strict, I am also quite friendly with my learners as well, very approachable. So I tell myself, I am willing to help, I can just thank God for the gift he has given me. I am grateful that I can share whatever I have.

SMT1(R) asserted that TL1(R)'s listening skills, along with his calm and collected disposition, enabled him to nurture healthy relationships at Rivendell. More specifically, the democratic advisory skills, rational thinking, maturity and respect for the head of the school shown by TL1(R), were the essential attributes that attracted SMT1(R) to him, resulting in increased interactions and the development of trust between him and his principal over the years. SMT1(R) shared his memories as follows:

SMT1(R): He's a good listener, a key attribute, so patient in listening, digesting and then coming up with a solution and at no point had he ever pushed his views onto me, he would share his views with me but he'll let me make my final decision as head of the institution. I appreciated that he's not pushy either, he's mature enough to give you the scenario and you make the decision from there and therefore I liked to consult with him on tricky, and difficult but sensitive matters because I always got absolutely sensible advice.

TL2(R) described her personality and character development during the course of her teaching career, and how these attributes acted as coping mechanisms for her. She explained what she had discovered:

TL2(R): I have the ability now to see what's important and what's not, remove things that bother me, perhaps that's why I am not frustrated all the time. Like I will not sit

after school and do photocopying, I will make a plan, try to be creative about it. I have to be on top of my game, find better ways to make things work for my learners. I can speak my mind without disrespecting others. I do a lot of introspection. I am tactical. Know my argument. I don't panic.

I asked TL3(G) what aspects of his personality had enabled his development and supported his collegial relationships at school, and he replied as follows:

TL3(G): They see in me an easy-going teacher, somebody who does not get stressed. In stressful times I listen to them, carefully, direct them, get this done, that done, my words at the time calms them down. Like the SMT? Many of them are younger than me, but I will never call them by their first names, always addresses them formally. Some SMT members, we have been PL1's together for long, but I respect their position and always address them formally.

In his work with TL3(G), SMT3(G) observed certain behaviours of TL3(G) that had aided his development. These included knowing others well, friendly collaboration, developing trusting relationships with colleagues, and his ability to disseminate skills and knowledge to others. SMT3(G) said the following:

SMT3(G): He had that eagerness to help. His caring attitude for all those around him attracted other's attention towards him. He knew his colleagues and knew what would happen if certain people were put in certain circumstances. This is his strong point. He got on very well with his colleagues. They listen to him. Trusted his ability and therefore were never intimidated by him being in a position, like in the Disciplinary Committee, RCL or prefect bodies. They rather preferred for him to do it because he was the best.

SMT4(X) commended TL4(X) for his professionalism and people-friendly behaviour and respected him for the courtesy and maturity he maintained through challenging times. He commented as follows:

SMT4(X): He's always been polite. It's always "Good morning, Sir". Colleagues do not call me "Sir" but he does, he's disciplined, very humble in his manners and behaviour. Very professional. He is eccentric, different, but even that is a challenge to the boys and staff which is nice, he brings a different approach, but even within this challenge of being 'different' his mannerism and mood never changes.

As observed from this theme, certain situations activated the teacher leaders' intrinsic attributes, which stimulated TLD. For instance, when the teacher leaders had to solve problems, resolve conflict, provide advice and counselling and interact with difficult individuals, they naturally used their calming, mediating, problem-solving and counselling abilities to help others. Similar to the personality attributes of the teacher leaders identified within this theme, Duval's (2017) indicated that the teacher leaders in his study had the following attributes: they were active listeners who listened for understanding; were clear communicators of ideas; provided constructive, helpful feedback; and managed to forge successful collaborations with their colleagues, owing to their sociable personalities. In addition, the finding within this theme that the friendly demeanour of the teacher leaders enabled them to build strong collegial relationships validated Suryana et al.'s (2020) finding that friendly, relaxed teacher behaviour nurtures more easily flowing communication and relationships with colleagues and learners and assists as an ice-breaker in strict relationships.

Moreover, the findings within this theme validate Gabriel's (2005) finding (discussed in Chapter 2, section 2.3, page 26) that informal teacher leaders must utilise their intrinsic skills and abilities and knowledge of group dynamics to influence others. Teacher leaders' innate leadership attributes, such as those highlighted within this theme, become a source of intrinsic power for teacher leaders in the absence of the positional power of formal leadership (Gabriel, 2005).

Listening, understanding and compassion towards others as enabling leadership development skills characterise servant leaders, as "only a true natural servant automatically responds to any problem by listening first" (Greenleaf, 2003, p. 18). Additionally, Sipe and Frick (2009) add that by showing compassion and respect, servant leaders build strength in those being listened to, as was shown by the teacher leaders in this study. Furthermore, a significant impetus behind servant leadership is to understand others through humility and discipline, on the premise that those being led may grow in respect and trust and decide to follow the servant leader on their own, without any coercive methods (Greenleaf, 2007; Sipe & Frick, 2009).

To conclude the discussion of this theme, it is clear that the innate personality attributes and skills discussed in this section served as intrinsic enablers to the multifaceted teacher leader roles discussed in Chapter 5. Reichard and Johnson's (2011) LSDT — which proposes that if the innate positive attributes of leaders are supported and encouraged, as was done by the SMT

members and colleagues in this study, then motivation for leader self-development is increased — was validated by this finding.

All the teacher leaders expressed a deep curiosity for learning, which I learnt was a determining factor for TLD. The teacher leaders' learning dispositions are discussed in the following section.

6.4.3 Learning dispositions

I learnt that TL1(R) exerted a conscious, deliberate effort to develop his knowledge and skills, and to learn from people and experiences around him. He stated the following in this regard:

TL1(R): I am always learning, from experience from a unique experience perhaps, from the learners. Sometimes a unique situation comes up at school and didn't think of it before. You learn from there, or from other teachers too. I haven't considered studying because I felt that whatever I have now is quite relevant to what we are doing. Like I have studied Theology as a bachelor's degree, it is my passion! I use that knowledge in my teaching too. Even when I started teaching Math, it was for me to learn too, so it was not a waste of time. I felt that I had to learn it. I had to see how I learn it and look at how I can teach it to the learners. It has been a learning experience for me too.

I probed further to ask TL1(R) what he felt about his experiences in all of his initiatives and in the roles he had enacted for the school. I sought to understand whether his participation in school activities developed him and if so, how. As he reminisced about his past experiences, he shared the following salient point on the key benefit of volunteering at Rivendell:

TL1(R): Taking part in projects develops you and it empowers you. That is why I am proud to say that I have such an expansive knowledge of the school situation compared to just the classroom. It makes you more mature and makes you think, and you get experience at the school level. Because you don't use blinkers, you now looking at the whole picture before you make your decision.

SMT1(R) had observed TL1(R)'s project management skills as follows:

SMT1(R): *He heads it, he drives it, he's not the kind of man who does everything himself because it's not going to help the others so he does delegation of labour but he's very hands on, he will not delegate and sit back, he will delegate and drive it forward. He puts the whole thing together.*

Additionally, SMT1(R) was adamant that TL1(R)'s success was also related to his learning disposition and courage to start new things to adapt to future circumstances. He said this:

SMT1(R): *The thing I admire about him, is he re-skilled himself. As soon as he saw that PE teachers will no longer be needed, he rushed into getting an Accounting qualification and after that he wasn't afraid to take the first step and involve himself.*

TL1(R) agreed that learning had given him confidence. For instance, on being asked why he wished to work on the Disciplinary Committee, he said the following:

TL1(R): *I needed to learn how to handle certain cases. You know, what if I am promoted? I need to know how to manage disciplinary issues.*

TL2(R) also had several attributes, abilities and skills that became her strengths, enabling her actions as a teacher leader in various contexts. This surfaced in her description of herself. She related the following:

TL2(R): *I see myself a learner, always learning, evolving with my learners, re-inventing my lessons. I was a union site steward, got workshopped, so I am used to negotiating and representing people. I can multi-task, teach something, write a study guide, organise something at the same time. If an opportunity comes, I take it. I can't sit back and accept things. [Chuckling] I will even steal resources from Model C schools, they are very jealous of their work, but my friend who works there, shares with me.*

In TL2(R)'s RJE she noted that a willingness to learn was necessary for teacher agency and participation:

TL2(R): *My Development from stage 1 to present stage: Continuously learning, having the desire to learn. I think if there isn't a desire to learn then it will not work. My inquisitive nature. I want to learn from everyone.*

In addition, in her RJE, TL2(R) to some degree summed up how the others felt and the reason for their success as teacher leaders. Her courage and grit surfaces well in her written record. She wrote this:

TL2(R): In a profession defined by rigid timetables, record keeping etc. ... a teacher has to find what best works for him because in essence, his methods etc. are an extension of his personality ... being part of and contributing to all aspects of the success of the school as a whole not only develops one holistically but enriches one's soul too.

TL3(G) described his stance on learning as follows:

TL3(G): I have developed by learning through the eyes of the learner. I did it when I had to teach Accounting for the first time. The IEC [Independent Electoral Commission] I participated because I wanted to learn, it is good to learn.

SMT3(G) commented that TL3(G)'s development was largely due to his eagerness to learn, his punctuality at academic meetings, and his stance of always taking the initiative. He voiced the following:

SMT3(G): What made him a good teacher was he attended all the Accounting meetings. He wants to learn things before others do. He would make keen notes on the meetings and any suggestions given there he would come and implement all those straight away, rather than waiting for someone to come give him instructions to do later. Like any duties or new ideas or projects he will want to do it first! Because he is a perfectionist, he wants it done the best way, and he knows how to do it better than others. Another strong point is that as he developed and learnt new knowledge, he loved imparting whatever he learnt to learners and colleagues.

TL4(X)'s disposition to look at new projects as challenges, and his willingness to take risks and fail, and to learn from failures through reflection, spurred much of his development. As with TL1(R), amidst fears of failure TL4 (X) persisted in challenging himself. He was never shy to ask for assistance and was humble enough to say that he was willing to learn when the need arose. This implies that every project he took on was in fact an enabling factor, but the impetus to venture into the unknown and learn from desirable and undesirable experiences

comes from self-initiative, and a motivation and willingness to take a step forward. He explained how he learnt this as follows:

TL4(X): No, I learnt by asking, if someone gives me a job and I'm not sure how to do it, I'm not going to sit and wallow, I would say "I'm not sure how to do this and I'm willing to learn so how would you do it?" And a lot of times they would give you advice and you adapt. And when you think you can't do something, you do better than you thought! It's about "How did I do that?" let's try it again, that's my philosophy. Challenges are the brain of my life, if I can just get a good challenge, it keeps me going otherwise I become complacent. Like when I came here and had to run the band. I knew nothing! I enrolled with a music school and learnt music!

Figure 6.8 below depicts a mural from the music school that TL4(X) attended, and this artefact is a constant reminder to him that learning continues. The image symbolises his fears, challenges and successes in becoming an effective leader of the marching band at XBH.



Figure 6.8: This mural from the music school TL4(X) attended is a constant reminder to him that learning continues.

SMT4(X) observed several resilient behaviours demonstrated by TL4(X) that he felt had helped him develop. He remembered the following:

SMT4(X): Although you would see that he was frustrated at times, but he would never say, "Well, I give up!" He will make an attempt to solve the problem, always prepared to look for a possible solution and he will work all night if he had to hey! He likes the

challenge. They listen to him because of that and not because of his appearance and how he carries himself out. He'll be gone soon. He's accepted a position in another school. He's already enrolled for two IT courses to prepare for the new post, and he offered to mark the work of the teacher that left at that school. So, he will mark his and hers! Works very hard.

This finding links to teacher professionalism, which is a process in which teachers self-assess their knowledge, skills and abilities, and search for ways to improve so that they may teach more effectively (Parlar et al., 2017). Knapp (2017) similarly found that learning dispositions play an enabling role in TLD. Moreover, the findings within this theme suggest that the teacher leaders were able to negotiate various ways of developing knowledge and skills and refining their abilities with the support of colleagues and their schools. This reinforces Parlar et al.'s (2017) finding that a supportive school environment in which a teacher leadership culture is embedded promotes learning and professionalism.

The innovative methods of learning and development sought by the teacher leaders, as described within this theme, support Fabelico and Afalla's (2020) finding that teacher burnout may be reduced when teachers have sound content knowledge of their subjects, and when they can manage their learning successfully. This theme reveals that the fresh insights gained from pursuing challenging learning opportunities enhanced the teacher leaders' enthusiasm for leadership, and as the voices of the participants suggests, there is no indication of teacher stress, negative emotions or burnout associated with learning. Day (2004) asserts that teachers build knowledge reservoirs and love sharing their knowledge and skills with their learners, as explicitly quoted by TL1(R) and more subtly indicated by the other participants. Harrison and Killion's (2007) teacher leader role as 'learner' dominates this theme, suggesting that teacher leaders are life-long learners. Life-long learning is a necessary step for teacher leaders to reduce fossilised thinking and keep up to speed with modern teaching and learning methods (Day, 2004).

The learning ventures of the teacher leaders highlighted in this section relate very closely to Weinberg, Balgopal and McMeeking's (2021) study on communities of practice, which found that the self-directed learning that teacher leaders embark on within communities of practice, significantly develops their identities and nurtures their professional development in various ways. Not only did the teacher leaders in my study support the career development of others, but they also enjoyed the benefits from shared learning and were able to refine their teaching

practices through research and collective teacher leadership, as in Weinberg et al.'s (2021) study. Therefore, the implication here is that communities of practice become fertile ground for the cultivation of teacher leadership development.

The following section discusses the passion and caring aptitudes that were innate factors for the participants' TLD.

6.4.4 Passion and caring in teaching

As I prompted and probed TL1(R) during our interviews to explore other reasons why he did what he did, he talked of his passion for teaching, his responsibility as a teacher, the disadvantaged circumstances of his learners, the need to live up to the expectations of people who depended on him, and the urge to help others. These were some of the factors that drove him to do what he did. He expressed the following sentiments:

TL1(R): The teaching I love. I enjoy the work! I enjoy it! I enjoy teaching! I can teach the whole day. I tell my learners that I am being paid to share my knowledge with you as your parents cannot do it, they are not qualified to do so. I love sharing and building my knowledge, for the benefit of others. Also, when people constantly look up to you, you cannot slack. You constantly have to keep up the standard. So that is why I do what I do. I want to meet the expectations of learners and colleagues! If you come to me for help, I don't want you to go disappointed, thinking that I did not help you. I always try helping. I want you to feel that you learnt something or that the advice I gave you, could work.

I asked SMT1(R) what the impetus was for TL1(R) to do what he does, and he shared the following sentiments:

SMT1(R): Look he's serving the governing body for more than a decade! And it's not by virtue of him living down the road, no! There are people dying to get out of their duties but not him. He does it because of the school. He cares for the school and the children. It's his passion because others have not taken up the SGB portfolio, he still continues. I think he loves working with the children. Even in the timetabling, there's no gain other than enhancing his CV, but he's not driven by desire for position. There's

a great goodwill in the man you have to admire. He is a rare breed. He enjoys what he does, he enjoys the successes that he achieves. Not all of us are born teachers. Some of us are clock-watchers, faking it until the end of the day. I remember his dedication in the old days, evenings and weekends, you will find him doing the timetabling manually with charts and pins, time-consuming, very hard work.

TL2(R)'s innate need to develop and help her learners, and her persistent search for better ways to help them achieve, were strong motivations for why she always found a way out of difficult situations. These were her sentiments:

TL2(R): I love the teaching. At the end of the day, that light bulb moment? You want it to work and when the child understands? Hey that is a great moment! It gives me great satisfaction. When you tried something new, and it hit home? Like somebody turned on the lights for them? There is this very strong need in me, to see them develop. Therein lies the secret to why I am not jaded yet, I evolve with them, learn with them. It motivates me. It's the right thing to do. Anything for the benefit of the children. It is what we are supposed to be doing as teachers. These are unprivileged kids, they need to believe that they can achieve, they need us. If I can help them, I must! I honestly believe I am serving South Africa in this school. I do for my school because I want my school to improve. Like I started the library because I knew learners needed to read.

SMT2(R) contended that TL2(R) led in a specific way because she cared. From our lengthy discussion, I extracted the following, which explains TL2(R)'s caring ethics from the perspective of her deputy principal:

SMT2(R): She's passionate about teaching. She's passionate about learning. She doesn't just teach and leave, she stays and listens to learners, it's not curiosity, it's care! She teaches her heart out to her learners. She's a very firm disciplinarian but has the interest of the learner at heart. You will sense that care for everyone. Like she will walk into the HOD's offices, have a small word with everybody. She will go to class early and do some work before learners come. Then she does the registration for another class, or admin work, or an absconding learner or someone sick, she basically becomes the form teacher of that class.

SMT3(G) commented on TL3(G)'s caring attributes and passion for teaching:

SMT3(G): *He felt sorry for his learners, the learners' different backgrounds impacted on him. Finding the time to tutor learners for the upcoming matriculation examination, free of charge and he is so busy in his life, his daughter needs to attend dance classes. It comes down to passion. At school, he would even take the disruptive learners out of my class to diffuse the situation, so he cared for everyone, his learners, us.*

TL4(X) talked about how his schooling and teachers built a passion in him for culture, music and English as a subject. The professional role-modelling actions of his teacher mentors who cared for him, instilled a passion for teaching in TL4(X), and taught him how to care for others. He reminisced on the following memories, and emphasised the following:

TL4(X): *Teaching is more a calling, a vocation to me. Since childhood, schooldays I've been very involved in all cultural activities. I think it was my teachers, I wanted to be like them. I decided in Grade 10 that I wanted to become a teacher. Uh mainly because I saw what my teachers were doing for me. They were empathetic to me, they pushed me into these directions, why don't you come try out for the choir? Why don't you come try out for public speaking? Why don't you put on a Grade 8 show? In matric I ran the Grade 8's first year concerts. I often arranged meetings with the Culture Committee at school. I was really clever in English. Had a special connection with my English teacher. She saw in me something that others did not. What the teachers at school taught me, I haven't stopped developing it.*

In conversations with TL4(X), the element of caring was highlighted, as shown in these words:

TL4(X): *I think it's a lifestyle, it's embedded in me. A lot of it goes about caring for the kids that I am responsible for. I spend more time with them than their parents do and like that responsibility of making sure that these children can reach their full potential some day is very important to me.*

The passion for teaching demonstrated by the teacher leaders within this theme, corroborates Fabelico and Afalla's (2020) finding that a high level of perseverance and passion on the part of teachers enables them to sustain their teaching practices and attain success more effectively in the longer term. Stetler (2020) found that teachers with a high level of passion had stronger teacher-learner relationships, as learners recognised passionate teachers. The teacher leaders' work and leadership development demonstrated within this theme similarly shows that they were innately driven by their passion for teaching, further validating Day's (2004) argument

that passion is a necessity and not an option for effective teachers. Day (2004) admits that even effective teachers need hope, and that finding solutions to problems renews hope, and therefore teacher efficacy.

Žydžiūnaitė and Arce (2021) explored how teacher creativity comes about and found that it was directly related to teachers' passion. They noted that creative teachers find deeper meaning in teaching work that is driven by passion, and this was reflected in the findings within this theme, which showed that through passion and caring, deeper satisfaction and concern for teaching was achieved. Through their passionate efforts to manage teaching by rendering other factors conducive to learning, these teacher leaders had evaded teacher burnout in the midst of challenges, and had acted as learning facilitators and classroom supporters (Harrison & Killion, 2007) to learners and colleagues. Powles (2016) asserts that maintaining good relationships nurtures community building, which is a characteristic of servant leadership. Similar to servant leaders, the teacher leaders in this study were concerned about their colleagues and learners, and developed healthy, collaborative relationships with those around them because of their innate passion and aptitude for caring (Crippen & Willows, 2019).

What was also discovered was that the teacher leaders had a need to maintain discipline and order while following ethical values. As discussed in the following section, these needs helped them to develop their teacher leadership, and earned them respect in all the work they did.

6.4.5 Need for learner discipline, order and ethics

Conversations with the teacher leaders indicated that they had a deep need to maintain a high level of learner discipline inside and outside of the classroom. Consequently, they embraced the disciplinarian approach to teaching. Their leadership ethics and need for order were therefore admired by those who observed them, and influencing others became easier. Having a state of order, governed by ethical values, gave the teacher leaders in this study a sense of responsibility and self-efficacy as teachers, and enhanced their satisfaction with their jobs. The reasons for maintaining learner discipline and order will be discussed in this section.

A salient reason that TL1(R) worked tirelessly towards school improvement was his innate need for order. This was the pull factor that attracted him to the school management and his principal. As I listened to his comparison of a school in chaos and a school in order, the manager

and leader in him surfaced and I felt like I was speaking to the head of the school himself when he, very seriously, mentioned the following:

TL1(R): Also, I don't like chaos, I love order! I like everything to run smoothly. Generally, when there is order, the discipline and tone of the school improves. If there is order, there is lesser chance of mistakes, people are occupied and a day incident-free is much better than a day of chaos. In chaos, people are running helter-skelter and to get order back is a hell of a situation. When there is order, everyone benefits, teaching continues. Everybody is working.

Yet another reason for all four teacher leaders leading in the way they did, was that their philosophies and ideals centred around doing the ethical thing, the right thing. This is what had driven them over the years. TL1(R) very aptly summed up what they all felt:

TL1(R): I personally like to follow strong ethical values and beliefs. I feel like if I live right and do right, everything else will fall in place. I think that is what drives me, constantly doing the right thing without hurting people, that is not my intention. Whether I am recognised or not, doesn't make a difference. As long as I did the right thing for the school, for the people around me.

Figure 6.9 below, a photo artefact from TL1(R), shows Rivendell with the grounds empty, representing order. As described by TL1(R), all learners and teachers are in the classrooms, and it is a day of order and no chaos.



Figure 6.9: All learners and teachers in the classrooms. A day of order and no chaos!

Similarly, TL2(R) loved order and discipline in her classes, and expressed the following:

TL2(R): *As a senior teacher, I am very good with discipline. Discipline is important, I am a terror in class, but I love them as well. As Block-in-charge I ensure that learners are in classes, and I find the bunkers and deal with them. Learners sense that I care for them, they stand up for me too.*

Like TL1(R), TL3(G) showed a dedication to bringing order and discipline to Guardian High through the various bodies aimed at restoring learner discipline. As mentioned in Chapter 5, section 5.3.1 (page 141), TL3(G) led the RCL, the Prefect Committee and was on the School Disciplinary and Safety and Security Council. He was very strict about school policy as he emphasises here:

TL3(G): *Learners know there is a strict code of conduct. My RCLs and prefects help to ensure that the code of conduct is implemented and adhered to. I am very strict in selecting the RCLs and prefects as well and choose wisely as they will be the individuals that help to bring order in school. Even the teachers, I workshop them properly, so they know what the rules are regarding disciplinary matters*

TL4(X) described his stance on discipline and order as follows:

TL4(X): *I am strict, and the boys know it but they also know that when they come to class they will learn something, without disturbance. That is because if you step out of line, you need to be told that you have stepped out of line, quickly [clicking his fingers] and on the spot. I don't believe in waiting for a lesson to be over and addressing the matter. Stop the whole lesson, stop the class. Sorry guys, I am wasting your time, let's sort out the discipline, do whatever I have to do according to school policy ... three times you do that at the beginning of the year, the boys after that they know. You need to know the boys. I do study their files, but sometimes you don't need a file, they will just tell you.*

In his observations of TL4(X), SMT4(X) expressed satisfaction with TL4(X)'s disciplinarian stance and felt that TL4(X) balanced his strict and kind side very well. He described TL4(X)'s disciplinary strategies in relation to those of the other teachers at XBH as follows:

SMT4(R): *He is firm! But he is empathetic, sympathetic and compassionate as well. Some say look into the pupil's background, see where they come from which will give you an idea and understanding of what they going through, others tell you, judge the*

boy for what you see. He doesn't, he knows them well, he does his research on them, cares for them.

The disciplinary actions described by the teacher leaders and SMT members in this section seem necessary, and support Wolhuter and Van der Walt's (2020) finding that learner indiscipline in South African schools remains a daily challenge for teachers, and that teacher competency, role-modelling and strong teacher-learner relationships positively influence learner indiscipline. This implies that the teacher leaders' attempts to restore learner discipline and order in schools, and their significant roles as disciplinarians, are necessary steps that help teachers to influence learners towards better morals and discipline. Furthermore, there is a strong link between the work of the teacher leaders and ethical leadership (Mihelic, Lipicnik and Tekavcic, 2010) and servant leadership. The moral behaviour of the four teacher leaders constitutes ethical leadership, as it is moulded by strict ethical standards that motivate them to respect and do the right thing for school improvement (Mihelic et al., 2010).

Furthermore, their behaviours encapsulate the primary philosophy of a servant leader, which is to serve and develop one's followers. This service is rendered without any desire for a leadership position or a need to meet organisational goals (Spears, 2010). For instance, the teacher leaders' need for order to render their school a conducive environment for teaching and learning is in accordance with what school leaders ought to do (Harrison & Killion, 2007). This is so because as school leaders, they align their vision of an orderly school with that of their school management, where each teacher "shares responsibility for the success of the school as a whole" (Harrison & Killion, 2007, p. 3).

In addition, the school improvement that has come about as a result of these teacher leaders' efforts to maintain order, as demonstrated within this theme, resonates with Işık's (2020) finding that teachers' ethical leadership, and their positive attitudes and job commitment, all work affectively to realise school improvement. Işık's (2020) finding cautions that if principals wish for teachers to effect change to bring about school improvement, then they should improve the climate of psychological safety at school and strengthen the culture of ethics so that teachers feel safe to use their voices. These actions will result in teachers feeling mentally and emotionally safe (Sağnak, 2017).

Furthermore, this finding supports Powles' (2016) finding that teacher servant leaders demonstrate commitment to the growth of others (Greenleaf, 2003) by helping them in various

ways, under various contexts. Reichard and Johnson's (2011) first proposition, which suggests that leader characteristics such as work orientation motivate leaders to develop further (Chapter 3, section 3.2.1, page 81), is validated by the findings within this theme, as all the teacher leaders' ethical and fair work orientation developed them into stronger leaders and exemplary disciplinarians in their classes.

The following section discussion of the challenges to TLD encountered by the teacher leaders on their leadership journey.

6.5 CHALLENGES TO TEACHER LEADERSHIP DEVELOPMENT

It goes without saying that through the participants' leadership development journeys, there had to be challenges, as no system is perfect. As I explored the challenges experienced by the teacher leaders, I observed that their love for and loyalty towards their schools helped them withstand the challenges they faced, which helped them to devise ways out of dire situations. For instance, they said: "*It's a good school to work in*" and "*We have to find a way out and cannot complain*" [TL1(R)]; "*It's our school*" [TL2(R)]; and "*At the end of the day, they are just children*" [TL4(G)]. However, for the sake of understanding and communicating their challenges for the purposes of this research project, they emphasised certain challenges to TLD. Some system-related challenges were the inadequate resource provision at schools, paperwork overload, and lack of time. While the support of SMT members was identified as an enabling factor in the teacher leaders' TLD, a lack of support from SMT members in certain areas was also identified as a challenge. Learner indiscipline was found to be an ongoing challenge for teacher leaders, and the reluctance and resistance of other teachers in relation to participating in schooling activities resulted in teacher leaders becoming overburdened and overworked. The sections that follow elaborate on these challenges.

6.5.1 Inadequate resource provision

TL1(R) mentioned how the school's financial constraints affected his teaching in class. Among other things, he mentioned that he still used an old-fashioned, fold-up chalkboard in class (as

shown in his artefact in Figure 6.10 below), but if better technology were accessible, his teaching could be more effective. TL1(R) shared the following:

TL1(R): *We have asked for the white board and screens, but the school is restricted in finances. In Accounting a white board saves time instead of writing it on the board. We can show it and explain each using a projector as well. Thus far, we have to draw all the columns on the board which takes much time. This means there is lesser time for the actual teaching.*

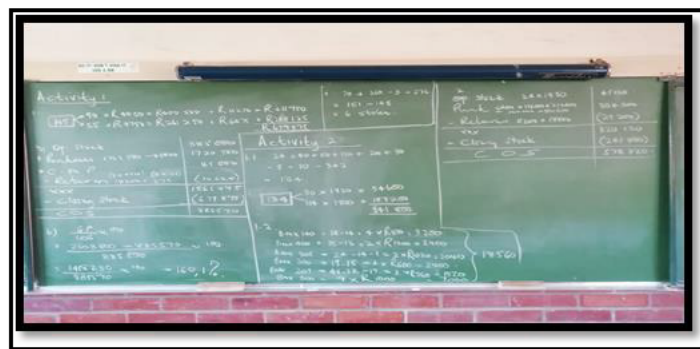


Figure 6.10: The old-fashioned, fold-up chalkboard in TL1(R)'s classroom.

TL1(R) mitigated the effects of the lack of a whiteboard and projector by collecting various learning resources himself and consolidating them into worksheets to be studied by his learners. Furthermore, through reflection on his teaching practices, he sought out more effective methodologies to improve his practices and improve learner performance amidst a lack of resources (Chapter 5, section 5.3.1, page 141). SMT1(R) commended TL1(R) and TL2(R) on their patience and creativity in managing the lack of resources at Rivendell High:

SMT1(R): *My other teachers will cry about lack of resources! Not Mr ... [TL1] and Mrs ... [TL2]. They overcame the challenges of resources. They found ways out of it.*

The above scenario is just one example of the impact of the lack of resources at Rivendell High. However, TL1(R) and TL2(R) resiliently mitigated this challenge by adopting entrepreneurial leadership and embracing their roles as change agents (Chapter 5, section 5.3.6, page 174), and securing finances and resources for their schools. SMT1(R) believed that the financial dilemma

the school faced could be attributed to the quintile ranking system, as described in the following extract:

SMT1(R): Unfortunately, due to some technicality, we fall under the Quintile 5 ranking even after challenging the quintile. So our meagre subsidy lasts us two months. It's a miracle how we financially manage for the rest of the year!

I approached the deputy principal, SMT2(R), regarding the financial struggles that Rivendell experiences. She offered some clarity as follows:

SMT2(R): We are a Quintile 5 school, equal to the more affluent Model C schools, so we receive lesser funding from the Department and need to salvage funds from fundraising. We only receive R96 000 from the department and that pays the bills for one month. At our school, maybe 100 learners pay their annual R2 000 school fees and others cannot afford, we have to cater for that. Even with fundraising, we go in deficit by August and have to buy time from service providers until the next year. We have only one printer, two broken. I went and resurrected one printer from the trash, bought my own ink, bought my own fan. There was nothing in the DP's office.

TL3(G) argued that 'unequal' resource distribution was an ongoing challenge to teaching and learning and that state schools were the most under-resourced institutions. He mentioned that surviving through the Covid pandemic with the lack of resources at his school compared to better equipped schools, was indeed challenging. However, he managed to mitigate this challenge by providing extra tuition for learners, in spite of his busy personal life (see section 6.4.4, page 227), and managed to maintain good results in Accounting, as can be observed by his performance certificates (see Figure 5.7 in Chapter 2, section 5.3.2, page 153). He shared the following sentiments:

TL3(G): The Covid pandemic has actually shown us the wide gap between resources because the Model C schools were operating like nothing happened, but majority of us in our government schools were backwards with communication and WiFi, we all need to move with it. What is happening now is that the elite are running away and the others are falling back and losing hope.

In his RJE, TL3(G) wrote his sentiments about the importance of equality in education. He wrote this:

TL3(G): *Education needs to be more centrally controlled so that the divide between schools can be reduced. Uniform exams set by the Department of Education should be implemented from grade four to grade twelve so that a common outcome can be realised by all South African learners at government schools.*

Xavier Boys' High was better resourced than Rivendell and Guardian High, so TL4(X) did not face major resource challenges. However, he did express his dissatisfaction with XBH's choices of workshops for the professional development of teachers. In an attempt to mitigate his dissatisfaction, he did not depend on these workshops for his technical skills development but used his existing CAT skills to capacitate other teachers in computer skills in his department. His proactive work as a teacher development agent was detailed in Chapter 5, section 5.3.3 (page 158). However, because he believed that workshops were vital resources for teacher professional development, he mentioned the following:

TL4(X): *At the workshop they talked about stress management and heart disease and that was simply a waste of my time and disappointing. It did not help me in any way. I wish they could have a workshop on content and methodologies in language teaching for instance? Like they even had a workshop in computer applications and since it is my major, I was so enthusiastic. But from there I did not learn skills I could use. It was irrelevant. If they taught us how to enter marks into SA-SAMS [South African School Administration and Management System] it would have helped at least!*

TL1(R) had similar feelings about the in-house developmental meetings at Rivendell:

TL1(R): *Not much content and methodology development in school. At school department meetings, I don't get content help in Accounting which is my subject.*

Ibrahim, Ahmed, Ismail, Ismail and Nordin (2021) find that a lack of finances, inadequate teaching facilities, and resource limitations increase teachers' workloads and decrease teachers' satisfaction in teaching. However, the current study did not completely support Ibrahim et al.'s (2021) findings, as the teacher leaders did not show dissatisfaction with teaching but were pushed to find other creative ways to secure resources. The democratic values embedded within the South African Constitution aim to advance education and teacher leadership (Chapter 1, section 1.8, page 13), but findings within this section suggest that democracy has still not achieved uniformity and equality in educational standards and resource distribution. Reichard and Johnson (2011) propose that the organisations' provision of resources is a vital element in

motivating leaders to develop, and in the case of TL3(G), he was demotivated as he could not work productively during the Covid pandemic due to the lack of resources. His learners could not develop owing to the lack of resources at Guardian High compared to more affluent schools, thereby validating the proposition that resource provision is positively related to leadership development and the motivation to develop leader self-development behaviours.

School administrators are significant individuals who assess and determine the developmental goals of teachers, while aligning teachers' needs to the goals and mission of the school (Karacabey, 2020). The principal is most well-placed to gauge his teachers' needs and put in motion developmental programmes for teachers, and by doing so, principals help teachers navigate through their careers (Zepeda, 2013b). To some extent, this theme has revealed that the school managements failed to target teachers' specific developmental needs in their choices of in-house professional development workshops. This was equally true for all the other teacher leaders in this study, who claimed that most of the professional development workshops they had benefited from had been externally based and had taught them beneficial teaching methodologies and content knowledge (sections 6.2 (page 186) and 6.3.1 (page 191)). Very scarce evidence for successful professional development workshops emerged in section 6.3.1, where TL1(R) indicated that in-school workshops, organised by the SMT members, actually benefited their developmental needs.

The challenges of paperwork and time are discussion in the next section.

6.5.2 Paperwork and time

The teacher leaders acknowledged that they were overworked in their teaching, management, administrative and leadership duties, and wished they had more time to do something extra for their schools. All the teacher leaders mentioned how their paperwork overload prevented them from teaching effectively.

TL1(R) asserted that time constraints and teaching overload hampered the development of teachers. He mitigated this challenge through his school leadership position as acting DH and cluster co-ordinator (Chapter 5, section 5.3.2, page 147), and in Chapter 5, section 5.3.3 (page 158), the pathways he followed in the professional development of his colleagues were clearly illustrated. He had the following to say:

TL1(R): *Perhaps if there was time, it would be nice. During school time they teach and if they have a free period they have to do photocopies, paperwork or serve relief for an absent teacher. That is why I say that in school there is just not enough time for any type of teacher development and teachers do not want to stay in a few minutes after school. Even 15 minutes after school, we could discuss one aspect even. Do development in that manner, but they are exhausted by that time. If their admin work, like entering marks into the computer, could be taken away from them, that could ease their burden a bit.*

Time and paperwork posed a challenge for TL2(R) as well in her work as acting DH; however, she too refused to let this challenge restrict much of her development. She earnestly worked to mitigate the challenge, as she nurtured the professional development of other colleagues by providing them with ready-made booklets, which she designed and printed out for them. Her research into effective learning materials for English and her resource-providing initiative, saved teachers time in preparing lesson plans, thus giving them time to teach more effectively. A discussion of this aspect of TL2(R)'s work appears in Chapter 5, section 5.3.3 (page 158). She expressed her grievance here:

TL2(R): *But having one less period than other PLIs still makes it difficult for me. One period is still not enough for me to monitor other teachers' books and records, especially with a language teacher's workload and added administrative paperwork. I feel like I just can't do it. If I had more time I could explore more innovative ways to teach on the computer, watch YouTube videos on how to teach summary writing better. Things like that.*

In our discussions SMT1(R) shared his thoughts about the Post Provisional Norm (PPN). As the principal of Rivendell High, he challenged the PPN, so that he could get more teachers into the school; however, he was unsuccessful. He felt that the PPN disadvantaged teachers in this way:

SMT1(R): *I wish I could contest the PPN. If I could, my teachers, HODs and DP would carry a lighter load and work better. The PPN is restricting us in terms of staffing. Now the HODs are carrying loads very close to PLIs. In the past when I did have the funds, I had brought in teachers paid by the governing body, and that released the pressure on some teachers, but I can't do that anymore, there are no funds.*

TL3(G) believed that the administrative paperwork that the DoE expected teachers to complete was time-consuming and kept teachers away from what matters most, which is effective teaching. TL3(G) navigated his way out of certain stressful situations at school and calmed teacher anxiety caused by excessive paperwork and lack of time. In section 6.4.2 (page 219) above, it was shown that his easy going, unstressed nature and clarity of mind were the strengths he used to mitigate teacher anxiety.

TL3(G): I think the Department has to rethink its stance on paperwork, really. They need to reduce it but each time it is more and more. Like I am coming from moderation now, I cannot tell how many forms I have had to fill. It is too much on our plate. They say 'Just tick the boxes and send in stats', it is becoming too clinical now. SA-SAMS wants certain weightings and the ATP [Annual Teaching Plan] has different weightings. Immediately we are fed up! Because we did the marking, got the raw marks, now our marks and SA-SAMS are not agreeing! In the old days, we did our lesson plans, filled in three areas and that was it, not like the lengthy details we are filling in today. There is so much more to teaching than just the paperwork!

Kocko and Wells (2015) similarly found that teachers complained about burdensome paperwork, and insisted that when time was available for preparation, they felt more confident in the quality of their teaching. Similarly, Wenner and Campbell (2017) found that time constraints and heavy workloads prevent TLD, adversely affecting learner performances. As was found in this study, Wenner and Campbell (2017) found that in several teacher leadership studies, teacher leaders battled to find a balance between leading and teaching responsibilities, and experienced fatigue and stress as a result. Ibrahim et al. (2021) assert that a lack of resources burdens teachers with more work, since teachers engage in other time-consuming activities to salvage resources. The findings within this theme support Wilson's (2016) finding that teachers' workloads become intensified owing to a multitude of invisible activities outside of classroom teaching, such as planning, assessing, testing, professional development initiatives, learner counselling, and mediation with parents and other educational stakeholders, which all contribute to learning outcomes. Žydzūnaitė, Kontrimiene, Ponomarenko and Kaminskiene (2020) affirm from the findings of their study that heavy teacher workloads and lack of time adversely affect teachers' stress levels and self-esteem. The researchers affirm that teachers with a manageable workload and ample time for planning are able to work more

effectively to improve learner performances, because they are able to plan effectively, which results in higher self-esteem and success in the classroom.

The following section discusses how a lack of support from SMT members can pose a challenge to TLD.

6.5.3 Lack of support from school management team members

In my discussions with TL1(R), he explained that he faced some challenges in his interactions with certain members of the SMT. Though he did not say so explicitly, I sensed that he felt annoyed at the reluctance of the SMT members to engage in collaborative learning with him. Consequently, certain tasks were delegated to him that SMT members had less experience in and knowledge of, which he completed successfully. His descriptions of his far-reaching work for school management (in Chapter 5, section 5.3.2, page 147) clearly illustrated the recognition he received for this work, as his principal praised his expertise and leadership work, and valued it above the work of many other SMT members at Rivendell High. This indicated that TL1(R) mitigated the challenge of lack of SMT support by either executing several school management tasks himself or capacitating other SMT members and teachers to do it. However, as can be observed in the following extract, TL1(R) did not consider such delegation to be the SMT members' effort to develop him, and he understood their actions as a relegation rather than a delegation of duties.

TL1(R): For instance, management was tasked to do the exam timetable. They took it home on the weekend and came back on Monday and said they can't make it! Yet they have a portfolio of management, but it will come down to us. They will rope in people like me and tell me that this person took it and could not do it, help us out with it? I will do it. But it's either they are lazy, and they just want to pass it onto someone else or they don't know how to do it? But what I say is that even if you don't know it, and you came to me and we sat together and you learnt how to do it, it was better.

All the teacher leaders expressed a sense of despondency in relation to being agents of change at their schools. They all felt that their autonomy, in terms of their ability to institute change in their schools, was met with a roadblock in the form of their principals' authority. When their teacher autonomy conflicted with the principals' authority, the teacher leaders accepted that

the principal had the final say at the end of the day. TL1(R) negotiated such conflicts by using his innate patience, his listening and advisory skills, his calm and non-pushy attitude, and his participatory leadership style, which earned his principal's favour and acceptance of his input for school improvement (as discussed in section 6.4.2, page 219). TL1(R) mirrored what the other teacher leaders believed:

TL1(R): The principal has got his set ways. Because he is the head and feels like he wants to move in a certain direction, he does. He has his reasons. It does become frustrating when you do not have the power to change things when you are working with people who have their set ways. Otherwise, we can make some beautiful changes for the benefit of all, but it does become difficult when some people do not want that change.

TL2(R) clearly expressed her despondency at the pessimism and reluctance to engage of some of the SMT staff, which at times dampened her enthusiasm. She mitigated this challenge by nurturing stronger relationships with the SMT members, thereby reducing the relationship gap between teachers and SMT members. In section 6.4.4 (page 227), SMT2(R) described TL2(R)'s regular, friendly visits to the SMT offices, where she used her bubbly personality and innate friendly attributes to nurture friendly relationships. Furthermore, Chapter 5, section 5.3.3 (page 158) described TL2(R)'s personal initiatives in teacher development, as she compensated for the lack of induction process. TL2(R) remembered this about certain reluctant, unhelpful SMT members:

TL2(R): At my previous school, novice teachers were inducted. I remember the DP personally sat with us, told us the history of the school, the way forward, dressing. In this school, since we are not too many staff, this induction process is not followed through. So having management people helps, but they need to do their job. They must be active, go out there and do things for the school. It was worse when I first came here. The management people in those days, were very pessimistic, not prepared to do anything extra. They never took any of my ideas seriously. They would just tell me not to bother!

The above sentiments of Rivendell's teacher leaders attest to their need for a more proactive SMT, and their disillusionment with the SMT members' reluctance to be more creative and agentic in advancing the development of their school.

TL3(G) questioned the credibility of the present-day SMT members compared with those he had experienced in the past. He believed that in the past, owing to the experience, expertise and credibility of DoE officials, the SMT members had been appropriately selected. They in turn selected teachers based on merit and ability, which resulted in teaching and learning being more effective in the past than it is today. In the absence of meaningful development from qualified and skilled SMT members, TL3(G) assumed a supervisory role in capacitating all teachers at Guardian High in disciplinary policies and strategies. He headed disciplinary, safety and security committees and managed all RCLs and prefects at the school. These efforts effectively led to building strengths in teachers through valuable skills development and helped restore order in the school. However, he mentioned his disappointment in the credibility of the present-day SMT members at Guardian High:

TL3(G): Administrators of those days looked at the strength of the newcomer, they strengthened that at school unlike the present day, they look for one's Achilles' heel, they look for your weakness and they want to exploit that for them to stay in power and keep people in check right? Because they were selected not on merit but because they had connections or were smooth talkers maybe? They haven't much on paperwork, experience, qualifications right. They are not hands-on, they only hiding behind policy really. Now the administrators of the past? They were very secure because they knew they earned those positions you see, because they were interviewed by subject professionals or inspectors who knew you by the power of their hands. Selection was credible, authentic.

At Xavier Boys' High, TL4(X) did not shy away from discussing the challenges he encountered with management and leadership issues. His grievances were related to the lack of structure, routine and support at the school. After fitting in and experiencing a great deal of success at XBH, in his fourth year and almost at the end of this study, TL4(X) finally left XBH, as he felt that he needed a more structured, supportive school environment. However, while at XBH he managed to mitigate these challenges as a change agent by developing into a better, more flexible planner, by managing his English department as subject head, and by helping to implement the CAPS policy so that his department could benefit from policy knowledge and find some policy structure (Chapter 5, sections 5.2.2 (page 139) and 5.3.6 (page 174)). These efforts helped him to compensate for the structural instability at XBH. SMT4(X) observed how the leadership instability at the school had challenged TL4(X):

SMT4(X): He came into the school at a very unfortunate time period. We did not have a headmaster, had an acting head, acting deputies. Now we have a headmaster but still no deputies, so people moved around, we still do not have a permanent, solid management structure and he wobbled on that. He needed structure. Another thing was that we are strong on sports, but he was more for the academics and timetables change too often to accommodate sporting events. I think the changes happen too regularly, but he tried, tried really hard. The thing is, he likes to know so he can plan. I think he did not get the support he initially should have got. I knew he was going to leave. I wish I could have done more for him. Him leaving is a great loss for us.

The unresponsive management staff observed by TL2(R) mirrors Willis's (2021) finding that the negative attitude of unwilling, reluctant management staff becomes a stressor to teacher well-being. The findings of my study to some extent supported Willis's (2021) finding that passive, pessimistic school management staff with a lack of strong leadership skills, have a negative impact on teacher well-being, leaving teacher leaders feeling despondent. However, my study also revealed that the teacher leaders continued their enthusiastic school improvement efforts, in spite of the pessimism of certain SMT members.

Ahmad and Ghavifekr (2017) assert that successful 21st-century schooling outcomes require administrators to work very patiently and closely with teachers, and that school administrators should therefore negotiate times and dates for collaborative activities that improve relationships while allowing for teacher participation and feedback. However, the findings within this theme revealed that close, healthy collaborations did not always occur, owing to the unwillingness of SMT members or the teacher leaders' lack of trust in their integrity. It was evident, therefore, that strong school administration is necessary to improve teacher well-being (Willis, 2021). Interestingly, Margolis and Huggins (2012) similarly found that changes to leadership structures that occur too often, as experienced by TL4(X), along with disconnected leadership initiatives, result in confusion on the part of teacher leaders and the misuse of their abilities. Teacher leaders are unable to find the appropriate advice and clarity on the management of their roles if the structure that governs their very work is unstable (Margolis & Huggins, 2012).

The teacher leaders' challenges in relation to the SMT — such as TL1(R)'s challenges with the principal's authority and the lack of skills of the SMT members, TL2(R)'s plea for more proactive development from SMT members, SMT3(G)'s perception of the lack of credibility of SMT members, and the difficulties TL4(X)'s experienced due to the instability of the

leadership structures — place teacher leaders on contested ground, as described by Little (1995), a very early proponent of teacher leadership. As teacher leaders work on contested and turbulent ground, they have to find their own sense of harmony and balance, and mitigate the undesirable circumstances arising from their own commitment and agency coming into conflict with the control, or passivity, exerted by bureaucratic, hierarchical school structures. Reichard and Johnson (2011) explain that leader self-development behaviours are enhanced when organisational leaders carefully select, induct, and train employees with the appropriate skills and developmental programmes. The credible selection of potential leaders, as described by TL3(G), does in fact result in the appropriate leader attitudes, skills and abilities, and in leaders who are able to develop such skills further with the support and expertise of organisational leaders. Therefore, leader self-development theory was validated by this thematic finding.

In the section that follows, I discuss the challenges that the teacher leaders faced with the lack of learner discipline.

6.5.4 Lack of learner discipline

In section 6.4.5 above (page 230), it was noted that the teacher leaders in this study had developed into strict disciplinarians, which enabled them to maintain good discipline and order in their classrooms. Nevertheless, all of the teacher leaders acknowledged that ill-discipline and bunking were challenges that teachers faced daily, with repercussions for teaching and learning.

TL1(R) explained that there were always those days when learner indiscipline and bunking were rife. He shared this experience:

TL1(R): Now we have learners bunking, we are running around for them. We are focusing more on that and which is taking our energy and time. If we could have the learners ... once the bell rings they must be in class, half the job is done for the teachers. But their duties must be reduced a little bit where they don't need to spend time on other things where they lose their effectiveness as a teacher. The environment should be so conducive to teaching that teachers should love to teach.

Furthermore, TL1(R) acknowledged that teachers struggle to maintain learner discipline in class, owing to ineffective strategies that are incompatible with the changing contexts of learners. He explained as follows:

TL1(R): Because now we have a new calibre of learners compared to 30 odd years ago. The psychology we use on them does not work. Even the new teachers now, the strategies they use does not work. So, because of changing contexts of learners, strategies too need to change. Nobody is workshopping us on that, but we need training on that.

Moreover, TL1(R) made it clear that all his leadership on the SGB, the Disciplinary Committee and the Safety and Security Committees aimed to restore order at Rivendell High and mitigating the school's challenges with discipline and order (section 6.4.5, page 230). He expressed his dissatisfaction with learners loitering outside of classrooms, forcing teachers to teach only those present. He strongly believed that the SMT ought to be firmer in controlling disciplinary problems at Rivendell High. He shared the following:

TL1(R): As I said, controlling bunking, bringing order and discipline, must be a joint effort. Everybody has to pull their weight. The SMT just need to show the teachers that there is somebody who is helping to get the children into the class, so teachers too will come to the party. Now there is nobody that is doing it, so teachers just start teaching to whomsoever is there and then you get learners staggering in. We have HODs, a DP and the principal. A little bit of planning and you can set things in motion.

TL2(R) identified a lack of parental support as an added challenge, and explained how such a lack of parental support has a negative impact on learners' literacy levels. Her efforts to establish a library at Rivendell High can be seen as an example of change agency for school improvement in this regard (Chapter 5, section 5.3.6, page 174), and an attempt to mitigate this challenge. Because she was aware that her learners did not frequent libraries or read books, she earnestly adopted reflective practices and evolving methodologies (Chapter 5, section 5.3.1, page 141), and motivated learners to reflect and adapt to newer, more creative ways of generating knowledge. She mentioned the following:

TL2(R): There is no parental support. Parents could take their kids to the library, check their homework, teach their kids to behave. Parents do not visit this school or

communicate. Perhaps they afraid to approach the school because they haven't paid school fees so then we cannot communicate with parents about learner performances.

TL3(G) offered a different perspective and mentioned that problems with discipline could also be attributed to the democratic values within the Constitution, and the divide between policy and practice. He attempted to mitigate this challenge as a school-wide leader by heading the TADA organisation, which creates awareness of drugs and related violence (Chapter 5, section 5.3.2, page 147). Through his caring, passionate attributes (section 6.4.4 above, page 227) and counselling skills as a life and personal coach (Chapter 5, section 5.3.5, page 170), TL3(G) managed to reduce incidents involving violence and drugs and nurture a harmonious learner climate at Guardian High. In his RJE, he expressed a sense of disappointment with the challenges teachers have faced in the post-1994 educational dispensation, as they have attempted to put policy into practice. He wrote the following:

TL3(G): Post 1994 brought a whole lot of promise but very little in delivery. Under the guise of democracy, freedom of choice has led to more confusion in schools with nil to zero regard for academic progression and effective discipline. There is a disturbing distance between deliberation and delivery. There is a big difference between what is effective, what is possible and what we have on paper. Discipline problems in class can break you in class. Bullying, violence and drugs at school still occurs.

At Xavier Boys' High, learner discipline and bunking were under better control, as related by TL4(X), but he still admitted that he needed to embrace the disciplinarian within him in class. This indicated that even at an elite school like XBH, problems with learner discipline occurred and needed to be rectified by teachers in order for effective teaching and learning to occur. Like all the other teacher leaders, TL4(X) decided to embrace a disciplinarian approach, as growing up he had observed the value of discipline (section 6.4.5, page 230). He asserted the following:

TL4(X): Knowing that some of the boys come from homes that do not have much discipline and since other teachers are more relaxed with them in other periods, I have to be the disciplinarian to show them that some order is necessary.

The findings in under this theme supported Simeon and Nnaa's (2020) finding that secondary schools are characterised by disciplinary problems, which adversely affect learner performances. The teacher leaders' voices in relation to this theme strongly resonate with

Maphosa and Shumba's (2010) finding that maintaining discipline in schools in the post-apartheid era is indeed problematic, leaving teachers powerless and learners more liberated than before. TL3(G)'s sentiments reflect Maphosa and Shumba's (2010) conclusion that post-apartheid policies for discipline have been ineffective, as learners are aware that corporal punishment will not be used on them, no matter how bad their conduct is. Matsebele (2020) found that in South Africa, parents and learners do not understand school and state policy on discipline, and that teachers compiling the school's code of conduct with learners' co-operation can therefore assist in maintaining discipline in class. Matsebele (2020) adds that policies for teacher workload and teacher-learner ratio need to be revisited and monitored, as these factors cause a disparity between policy and practice in South Africa.

TL2(R)'s grievance about the absence of parental support supports Wolhuter and Van der Walt's (2020) finding that lack of learner discipline in schools is caused by a lack of parental communication, and is further aggravated by other negative, parent-related factors such as parental styles, role modelling and family stress at learners' homes. TL1(R)'s belief that teachers needed a more proactive management crew to restore order at Rivendell High, resonates with McMahon et al.'s (2017) finding that the lack of school administration support for teachers in relation to learner conflict, bullying, violence at school and defiance of school rules, leaves teachers feeling despondent and powerless, and sadly undermines the good work teachers are already doing for their schools.

Reichard and Johnson (2011) propose in their LSDT that school management members and the events occurring at school influence motivations for leader self-development behaviours. This implies that in the case of Rivendell and Guardian High, where lack of discipline seems a greater concern than at Xavier Boys' High, the failure of management staff to assist with the restoration of order only demotivates the larger population of teachers at the schools from developing leader self-development behaviours (Reichard & Johnson, 2011). A visible, forceful management presence in making the schools safe and conducive to learning is therefore necessary to serve as a positive motivation for leadership development behaviours. This theme has strongly illustrated that teacher leaders exert efforts and energy in developing their learner communities into law-abiding disciplined citizens. This is similar to the aims of servant leaders, who fundamentally work towards developing those they serve (Greenleaf, 2003).

The teacher leaders all believed that the reluctance and resistance of teachers in relation to important school responsibilities and activities was a challenge that resulted in teacher leaders being overworked. This is elaborated on in the next section.

6.5.5 Teacher reluctance and resistance

Throughout his teaching career, TL1(R) had encountered reluctant colleagues who did not wish to be involved in school activities. He sadly asserted the following:

TL1(R): From the time the school siren is not working I control the school bell, time of day and even set up the siren when it did work because nobody seemed to want to learn about it. I don't like that there are teachers here, that will never help anybody else. I don't know when I am going to be gone from here what's going to happen then? I think they should learn. It will release me from a certain amount of work and maybe give me more time to do something else in my specific field and it gives me more free time to relax too. I feel that people need to develop holistically and not live in a cocoon and feel that my job is that I need to teach this and that is it!

TL1(R) discussed his views on the negative impact of such teacher reluctance and compared it with the overcommitment of agentic teacher leaders like himself. He acknowledged that he struggled at times to manage his responsibilities, neglected his family, and was concerned about teacher burnout. However, to address the absence other teachers' participation, he volunteered for many school initiatives, but this caused another challenge in the form of a great deal of fatigue and frustration. This is what TL1(R) had to say:

TL1(R): So, if I have to be there every time, I will burn out. If I have to be there every break for every sporting event, I will burn out. Like for all the extra I am doing, I am not getting compensated in terms of my teaching load, but I am just doing it because I am passionate about it, that is why I am doing. If you take account of everything, it takes a toll on my family. I do feel sorry that I don't spend time with them! That is why I say that other teachers should do something extra for their schools.

TL1(R) remembered that one of the reasons for his volunteering for several school projects was because other reluctant colleagues were not prepared to do so, even after being asked to do so by the head of the school:

TL1(R): In some cases, I volunteered because nobody else wanted to as I said because teachers just don't want to get involved in extra stuff. They quite content with what they are doing and that is it. Like the principal asks for volunteers and nobody wants to volunteer. Then we feel bad now that there are no volunteers, but the work has to be done now. So he will ask [TL2(R)] and me and we will volunteer to do it because nobody else wants to do it.

TL1(R)'s thoughts about the work of his colleagues unknowingly suggested some implications for TLD. As he reflected on his teaching experience, he had to conclude that teaching work does not occur in a vacuum or "cocoon". His frustration with the lack of initiative and involvement of his PL1 colleagues at school resulted in him and TL2(R) volunteering simply because others were not volunteering, and the job had to be done.

TL2(R)'s RJE reflected her strong feelings about being stagnant. She, like SMT1(R), disliked it when people were reluctant to develop, and so she wrote the following:

TL2(R): It's a sin to remain stagnant and smug. Teachers should be encouraged to continually update their knowledge, to continually research and arm themselves with new developments in subject matter and methods. Going to workshops is not enough. The Internet has helped me tremendously in developing workbooks and giving me new perspectives and insights into my subject area.

TL2(R), who was passionate about her library project, reflected on words of her reluctant colleagues one day in the library:

TL2(R): I was in the library, putting books into alphabetical order. In walk in some colleagues. They said: "What are you doing Mam. Don't do this. Nobody is going to help us, it's of no use" and things like that. I told them, "I beg to differ my friend! What are you talking about? We have many helpers!" So, I hate that attitude. I think they are selfish and very worried about their lives.

SMT1(R) had deep feelings about teacher proactivity versus reluctance. His belief was that TLD was about self-initiative. However, he believed that teachers' innate, negative personalities sabotaged their development, and that perhaps a psychological approach was necessary in transforming personalities. This is what he said:

SMT1(R): You can put all the programmes in place, it would not work! If teachers are not willing, it will not work. It's about self-initiative actually but teachers are not willing to do any more. If I could only get motivational speakers, psychologists to come in and urge teachers to acknowledge and remedy their flaws, their egos, develop their personalities. Some of us have grown up bitter. But I just don't have the finances. Model C schools do it, they have the money.

SMT1(R)'s sentiments were validated by the findings in section 6.4.2 above (page 219), which revealed that all the successful teacher leaders had positive, friendly and extroverted personalities. Like SMT1(R), SMT2(R) believed that participation in school affairs depended on self-initiative, and both of them agreed that other teachers lacked essential leadership skills. Rivendell High's management's plea for teacher agency and leadership was expressed clearly by SMT2(R), who explained how TL2(R) mitigated this challenge by building leadership skills and showing initiative:

SMT2(R): She [TL2(R)] took self-initiative. Like even now she's taken it on her to pack up young adult fiction from sponsors for the library. I cannot change the character within, can I? It's not even about seniority, maybe if we think Mam, is a senior at the school, no! I have a very young teacher who is proactive. Other teachers will never put an idea forward. They will simply say I need R3000 for this and that does not help this school, because we just do not have the finances, and that does not help that teacher develop either. If you are going to be a follower, what kind of follower are you if you cannot do anything at all? You actually supposed to be a leader, you're a teacher! I try empowering them. But teachers don't want to come on board. Even Mam [TL2(R)] sometimes, she only gets help from a few of us, like the principal and me, and a few others. It's a struggle!

Similar to TL1(R), TL2(R) acknowledged that although she was extremely happy to continue her work, she was overworked, and in the spirit of development had taken on duties that others ought to have taken on. However, discussions with her indicated that she and TL1(R) were the

leading members of the teaching staff, and were heavily loaded with roles and responsibilities in comparison with other more reluctant teachers. She admitted that her school management could have handled the situation differently. As she assessed her situation, she concluded the following:

TL2(R): What management is doing is they flogging the winning horse. They looking at people who are always doing their job and giving them the job again, yet there are others who are sitting back and doing nothing extra for the school. I think management sometimes should firmly tell teachers that they are needed in certain committees or roles in a more forceful way, otherwise teachers will just continue to be reluctant, and others will just be doing so much because reluctant not want to.

Towards the end of my interviews with SMT1(R), he admitted that perhaps he ought to be stricter with his teachers:

SMT1(R): But sometimes I feel I am too soft, maybe too lenient? Maybe I need to change that. I am doing a self-assessment here.

TL2(R) believed that teacher leadership cannot occur in a vacuum, and that leadership meant working with others. As she expressed her dismay at reluctant colleagues, she mentioned that the vast advantages of collegial learning ought to motivate reluctant teachers to work with each other. She wrote this in her RJE:

TL2(R): A successful leader has to be a team player emphasize the sharing of resources, feeding of others' experiences, helping each other etc. Colleagues have a wealth of knowledge that we can access to help in our development. On the flip side, there's a lot we can pick up as well on what we should avoid and what not to do.

In TL2(R)'s RJE, she wrote some worthy advice for reluctant teachers:

TL2(R): I think a good leader will remind their teachers that they have to extend themselves outside the classroom as well. Taking ownership of the welfare of learners, being part of and contributing to all aspects of the success of the school as a whole not only develops one holistically but enriches one's soul as well.



Figure 6.11: TL2(R) leading learners beyond her classroom, inspiring budding readers in Rivendell High’s library.

TL3(G) believed that it was the responsibility of the school management to assess the task loads given to teachers, and to reduce potential teacher burnout; however, he mentioned that teachers are often oblivious to the symptoms of burnout. In his effort to reduce tensions and burnout, he often helped other teachers with problems of discipline in their classes and had a ‘walk-in policy’ for other teachers to come to his class to see how he teaches. He also often nurtured the professional development of other teachers by demonstrating lessons in their classes, with their permission (Chapter 5, section 5.3.2, page 147). In short, he said this:

TL3(G): The school management needs to recognise teacher burnout. We speak so much about teacher burnout but teachers that are burnt out don’t even know that they are burnt out in many respects!

TL3(G) shared his thoughts about the factors he felt caused teacher reluctance as follows:

TL3(G): You see, post-apartheid, and the reluctant teacher syndrome, because the teaching profession is now used as springboard to other careers. They want to stay here and finish their qualification and move away, or it is the last choice as they did not do too well so chose teaching you see? Like you have a Bachelor’s degree in Science, what are you doing here? Because you did not get a job there, you came here to teach? So there is no passion for teaching, so how will there be initiative. It starts with passion. In our days we chose teaching because of our passion and these youngsters simply do not have that passion. Also, in our days we had job security but now with the PPN, the teacher feels insecure. If the PPN drops, the teacher is moved somewhere else, that adds to teacher reluctance.

TL4(X) explained that it was in fact repeated successes in project management and his inability to refuse SMT members that resulted in him being selected repeatedly, as compared to others. He admitted that roles and projects were often given to him without much support. He mentioned that poor communication between the school managers and teachers within the hierarchical leadership structure at Xavier Boys' High was a factor that restricted his development. This is what he said:

TL4(X): As an English teacher, we already so busy, but when tasks come your way, you also can't really say "no" to an SMT member, so you take it on, you work through it, and I think I wish I knew how to say 'no more' without any consequences but that's a personal issue. I've worked on over the years, I always say "Yes, I'll do it" and then I end up burning out or over working myself. Like me, if you run a project, chances of you getting a next project are so much higher because they kind of trust you. They care for their selects. But they do not check on us during the project. They will come to us at the end, but we already figured things out by then by asking others. It is not easy for us to communicate with senior management. Our opinions are asked but rarely taken. It is a 111-year-old school. Nobody wants to re-invent the wheel here.

SMT4(X) commented on the attitude of some of TL4(X)'s colleagues towards him:

SMT4(X): Well, I would not lie. Not all staff members like him. It is because of how he is. He is not like them. He does more than them.

The idea of 'flogging the winning horse' links directly to Balyer, Ozcan and Yildiz's (2017) finding that teachers who contribute positively to school improvement efforts are often called on by administrators to engage in more responsibilities. Interestingly, the over-exertion of the teacher leaders in school activities, as shown within this theme, has been termed "workaholism", where teachers excessively overwork owing to their innate work ethic, their perfectionism, and the successes and rewards for previous jobs well done. However, workaholism produces the adverse effects of mental and physical exhaustion (Sussman, 2012), as documented by the teacher leaders within this theme.

The scenarios above reflect Angelle and DeHart's (2010) teacher leadership model, which posits that principals are knowledgeable of their 'in and out groups', and therefore control which teachers are selected for leadership roles. Reichard and Johnson's (2011) LSDT posits that the direct supervisor's style influences leader self-development, and in the case of all the

schools in this study, perhaps a firmer leadership style was necessary to involve in school affairs not only a select few who have done well, but all teachers. Fang (2021) and Ghamrawi (2013) argue that TLD is restricted if teachers are not steered into school projects and management affairs, because through collaboration with more experienced peers, teacher leaders learn and “acquire informal leadership” (Fang, 2021, p. 19) more easily. As participation increases, teachers bring more creativity and innovative ideas to the school, developing their leadership identity and confidence (Berry et al., 2010).

TL2(R)’s plea to her school management to use more of an iron fist in the selection of reluctant teachers for leadership roles, ties in well with Knapp’s (2017) finding that members of school management are best suited to inform teachers clearly of their roles and responsibilities, thereby assuring them and instilling confidence in potential teacher leaders on what they could accomplish through school participation. TL4(X)’s sentiments about the divide between him and senior management reflect a major factor that hinders TLD. A rift between teachers and management sabotages effective communication between them, as they are not considered to be one entity, but rather “us and them” (Knapp, 2017, p. 10).

Wenner and Campbell (2017) find that reluctant teachers often gang up against teacher leaders, sabotaging their efforts. Contrary to this, the current study revealed that although the lack of participation from reluctant teachers resulted in the teacher leaders being overburdened and exhausted, the reluctant teachers were quite happy with the leadership of the teacher leaders, as long as the volunteering of the teacher leaders relieved them of the pressure to participate in school projects. However, it could also be argued that this itself may be deemed a subtle form of sabotage.

6.6 CONCLUSION

This chapter has discussed the enablers and challenges to TLD. It was found that certain foundational developmental triggers had nurtured the teacher leaders TLD from a young age, as did several enablers within and beyond the school, the collegial circle and the classroom. Within these enabling factors, several challenges were transformed into and utilised as stepping-stones rather than stumbling blocks. The teacher leaders stepped into uncharted territory, without fear and ready to be challenged by the opportunities that came their way. This chapter has illustrated that personal initiative and daring predispositions, innate values, life

experiences and needs, served as internal stimuli for TLD. It was also observed that TLD is gradual, and that the teacher leaders developed with others through interactions and compromises. When opportunities presented themselves, teacher leaders stepped forward and served their schools. Their initiative-taking dispositions transformed them into agentic leaders, separating them from the more reluctant teachers at their schools.

The challenges to TLD illustrated, for instance, how inadequate school resources, excessive teacher workloads, and a lack of time effectively hampered TLD. The literature showed that access to adequate resources, reduced and more manageable workloads, and adequate time allow for effective planning, which results in more effective teaching and learning outcomes. The teacher leaders expressed that they had certain unmet needs and expectations from their SMT members, indicating that with the focused support of SMT members in specific areas, TLD would have been more successful and widespread.

The discussion on discipline in schools made it clear that teachers were struggling to maintain discipline and order, and that the lack of discipline reduced teaching time and resulted in teacher exhaustion. School SMTs therefore need to understand the importance of their proactive roles in implementing more effective strategies in relation to school discipline. The visibility of SMT members in schools is imperative to ensure that teachers feel supported, and to motivate them to do more for their schools.

Reluctance and resistance from teacher colleagues resulted on the one hand in the development of teacher leaders, as well as them being overworked and exhausted. On the other hand, the reluctant teachers were left underdeveloped, which speaks volumes about how schools can hamper their development. Such ineffective leadership does not move the holistic development of the school forward, and neither does it build the social capital of schools in the form of a skilled teacher workforce.

The findings presented in this chapter strengthen the argument for TLD. The enablers that emerged show how schools can become fertile sites for TLD, while the challenges highlighted the weaknesses of the system that need to be remedied. Integrating the findings with the literature provided valuable insight into better ways of doing things in schools. What is needed for TLD to flourish, is for teachers and SMT members to take the initiative to use what they have, in the absence of other interventions, finances and resources.

This chapter therefore covered how TLD occurred and explored teacher leaders' behaviours and decisions to take certain pathways to leadership. The next chapter sadly marks the end of this exciting research journey and presents my reflections and some recommendations.

CHAPTER 7

THE JOURNEY TRAVERSED: REFLECTIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The preceding two chapters presented and discussed the data related to TLD and addressed the first two research questions related to the work teacher leaders do and how teacher leadership develops. This final chapter addresses the last research question, related to what can be learnt about how other teachers can become teacher leaders. This chapter marks the culmination of this research journey, and therefore wraps up the research project so that the reader may get a final impression of the work and assess the realisation of the essential outcomes of this study. Therefore, casting a reflective glance on the research journey thus traversed, the chapter starts by presenting reflections on the chapters in this study. Thereafter, the findings are synthesised to address the lessons learnt on this research journey.

In doing so, I present as original contributions to the scholarship on TLD a theory of teacher leaders' roles for learner development and a model for TLD. The theory and model add understanding to my own personal quest to develop into an effective teacher leader, which was my personal motivation to carry out this study (Chapter 1, section 1.7, page 13). Moreover, the model and theory I present broaden the empirical base of TLD scholarship, and, because they address some of the research gap, they illustrate how teachers develop as leaders of learners (Chapter 1, section 1.6, page 10) and how organisational, situational and individual factors and school-based initiatives nurture TLD (Chapter 2, section 2.8, page 78). Consequently, the framework offered in this chapter broadens the theoretical framework used in this study, which I detailed in Chapter 3, sections 3.2.1 (page 181) and 3.2.2 (page 85). Thus, the theoretical framework I offer significantly demonstrates the possibility of TLD in the presence of challenges and the absence of essential resources, demonstrating how teacher leaders develop with the resources they have at hand. I then offer some recommendations for further research, and report on the limitations of the study, before concluding the chapter. The chapter begins with a reflection on the chapters that have made up this report.

7.2 RECAP OF THE RESEARCH JOURNEY

Setting the wheels in motion on this research journey, Chapter 1 oriented the reader to the phenomenon of teacher leadership against the background of policy, the complexities of schools, and other contextual factors, all calling for TLD. Based on the literature, I argued that the historical role of teachers as followers during apartheid South Africa saw a transformation in the democratic era, where teachers were expected to embrace leadership roles. I further argued that the educational crisis called for a more effective, joint leadership approach, with SMTs and teachers working together to bring change to their schools. Another significant point upon which I stood firm was that owing to their strategic position and proximity to learners in the classroom, teachers have a great potential to influence and effect change, and therefore ought to be leading.

I presented several studies on the enactment, activities, and influential factors on TLD, and the effectiveness of developmental initiatives for teacher leadership. However, the studies did not provide substantial understandings of the dynamic leadership processes that comes into play in the development of individual teacher leaders. These arguments produced the statement of the problem, which was that not much was known about how TLD comes about. Such knowledge is important because learning what situational and organisational factors are involved in the TLD process helps us understand how schools could nurture TLD. This knowledge additionally helps us understand the behaviours, interactions, processes and systems that ought to be in place for TLD to occur.

Several questions within this question still remained unclear and under-researched, and my study aimed to address this research problem and fill in this necessary knowledge gap. Guided by the literature, which found that leadership is a process where outcomes are achieved through group interactions with one another and with the environment, I sought to understand the multiple perspectives of PL1 teachers in terms of how they understood their leadership development, and how SMT members understood the leadership development of those teacher leaders they had worked closely with. I then carefully constructed the overarching, primary research question as follows:

- How does teacher leadership develop?

The secondary questions that would be able to answer the overarching research question were the following:

1. What are teacher leaders' and selected school management team members' understandings of what teacher leaders do?
2. How do teacher leaders and selected school management team members explain the development of teacher leadership?
3. What can be learnt from teacher leaders and selected school management team members about how other teachers can become teacher leaders?

I explained that it was my work as a PL1 teacher that had motivated me to explore TLD. I further explained that I was influenced by my own observations of the teachers around me, who were either very active or inactive in leadership activities, and by the policies of my school, which advocated teacher leadership yet required very little assistance from the SMT members of my school. In addition, the leadership expectations I had of myself — to be an effective, agentic leader — created a strong desire within me to learn how teacher leaders develop into effective leaders.

Chapter 2 presented a detailed review and analysis of teacher leadership literature. I conceptualised the twin functions of leadership and management, highlighting their distinct, yet complementary and overlapping features. I argued that teacher leaders should build effective management skills to enable them to make their schools conducive to the development of leadership. I then moved on to provide diverse understandings of teacher leadership by multiple authors in the field. Several commonalities and some contradictions were tabled; however, a general understanding was that teacher leadership is a multifaceted, dynamic, interactive process.

The three waves of teacher leadership were documented, reflecting the changing positions of teacher leaders from administrative leaders in the first wave, to instructional leaders in the second wave, and to team leaders and advocates of change and shared leadership practices in the third wave. Thereafter, I argued that teacher leadership has the potential to effectively promote school improvement and revive enthusiasm within the teaching profession, amidst the current educational challenges schools face. The chapter shed light on the TLD process, and various theories were presented. The literature revealed that the TLD process is gradual, recursive and occurs naturally, and that teacher leaders acquire leadership skills well before

they acquire their leadership identities. In addition, the question of whether to lead or not to lead is entirely in the hands of teacher leaders, and as teacher leaders develop, so their leadership influence expands.

In the next section, I described the particular types of knowledge and skills that enabled successful leadership. Guided by the literature, I explained how distributed leadership, the role of the principal, and PLCs effectively nurture TLD. Thereafter, I tapped into global studies on TLD that described the development of teacher leadership thus far and presented a range of South African and international studies that had explored understandings of teacher leadership, teacher leadership enactment, the effect of professional development initiatives on TLD, and the organisational factors that influence TLD. The finding from this literature review suggested that a great deal of ground had been covered around the work teacher leaders, conceptualisations and teachers' understandings of teacher leadership, teacher leadership enactment, and the effect of developmental programmes on teacher leadership. However, I established that the scarce empirical base of TLD warranted this study.

Chapter 3 presented and justified the three-pronged theoretical framework that was used in this project. The model of leader self-development proposed by Reichard and Johnson (2011), the ten roles of teacher leaders proposed by Harrison and Killion (2007), and Greenleaf's (1977) servant leadership theory formed the basis of my theoretical framework. The leader self-development theory was aptly suited to this study, as it explained the teacher leaders' development as well as the organisational influences, interactions and structures that influenced leadership development. To better understand the work that the teacher leaders did, I justified the use of Harrison and Killion's (2007) ten roles of teacher leaders for teacher development. Harrison and Killion (2007) extracted these roles from numerous studies and found that the teacher leadership roles common to these studies were: resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, learner, data coach, school leader and catalyst for change. Harrison and Killion's roles are directed at teachers' professional development and provide guidance on how teacher leaders can develop their colleagues. Finally, I needed a leadership theory that could scaffold an understanding of the teacher leadership of the PL1 teacher leader participants in this study, who led in informal positions of leadership. Given that the teacher leaders in this study did not have any formal power or authority that they could leverage to influence others, and seeing that teacher leaders work in informal leadership positions to serve their schools, servant leadership (Greenleaf,

2003) was deemed appropriate for explaining the dynamics of the informal nature of teacher leadership. Thus, the ten roles for teacher leaders provided theoretical guidance for the ‘what’ query of teacher leadership work, while the leader self-development theory provided theoretical guidance for the ‘what, where and how’ of the leadership process. Finally, servant leadership theory provided theoretical guidance for the ‘how and why’ questions about informal leadership development.

Chapter 4 presented the methodological blueprint of the study, providing a detailed audit trail of the research design and methodology, and the rationales for selecting specific methods. From the outset, I declared the most suitable paradigm to be the interpretivist paradigm, as it concerns itself with the subjective meaning-making of human experiences, and recognises that people may derive multiple meanings and understandings of their worlds. Given that I sought to understand TLD from the perspectives of various teachers and SMT members, the interpretivist paradigm aptly suited the purpose of my study. In addition, I laid down my ontological and epistemological assumptions in conducting this study. I argued that ontologically, I believe that our realities are subjectively constructed by us, as we observe and experience our worlds. I therefore subscribed to the interpretivist paradigm. Epistemologically, I was aware that if I were to achieve a meaningful knowledge of reality, there was a need for close, dynamic interactions between the participants and me, since knowledge construction was an interactive and socially constructed process.

My epistemological assumptions thus motivated me to leave no stone unturned in acquiring the necessary data for this study. I justified the choice of a qualitative case study research design for this project, as it allowed me to generate in-depth, dense, verbal descriptions of TLD from teacher leaders and SMT members through interviews. Moreover, because a qualitative approach allowed me the freedom to use a variety of data generation methods, I was able to acquire additional data from written texts, such as reflective journal entries, and further support the findings of my study with visual images/artefacts. I explained that the multiple case study design was a fruitful methodological choice, as it allowed me to extract rich, unique data from a small sample of only eight participants from three contextually different schools. I went on to explain and justify the selection through snowball sampling of three schools characterised by effective leadership and four effective teacher leaders working in those schools, and provided a discussion on the challenges I encountered in gaining access to the sites. I reported how the data was analysed using Braun and Clarke’s (2006) six-step procedure for thematic

analysis, and how I applied the constructs of credibility, transferability, confirmability and dependability to render this study as trustworthy as possible. The ethical considerations that were taken into account during the course of this study were documented, and I admitted that the research journey I had undertaken was challenging, and had taught me things that books could not. It was, however, without a doubt an enriching journey.

Chapters 5 and 6 presented the findings of this study. Chapter 5 addressed the first research question, which dealt with the findings related to what work the teacher leaders did, while Chapter 6 dealt with the findings related to how their teacher leadership had developed. The teacher leaders' and the SMT members' voices, the written reflections from their journals, and their artefacts were presented where they fitted into the discussions in the twin chapters. The findings that addressed the first research question on the work of teacher leaders revealed that the work of teacher leaders could be categorised into the following seven focal areas: reflective practitioners and evolving methodologists; school-wide and community leaders; teacher development agents; mentors leading by example; life and personal coaches; change agents for school improvement; and mediating bridges between teachers and management. Chapter 5 revealed that teacher leadership work was not confined to syllabus-based classroom teaching, but involved the holistic development of the learner, other teachers and the school, and that teacher leadership extended into the community. This was evidence that teacher leadership roles came about as a solution to needs of the teacher leaders, their classrooms, their colleagues, their schools and their communities, as illustrated further in Chapter 6. In Chapter 5, the findings revealed that teacher leadership work was multifaceted, and that teacher leaders had varied talents that enabled them to multitask.

Chapter 6 took this finding a step further, and illustrated how teacher leaders used their varied and multifaceted multitasking skills and expertise to develop their learners, their colleagues and their schools. While Chapter 5 illustrated that teacher leaders were passionate and hardworking, and were able to manage classroom teaching and leadership work outside of the classroom, Chapter 6 presented the factors that enabled TLD within the classroom, within the school, and within the collegial circle, and the innate factors within teacher leaders that motivated them to do the profound work they did. The findings revealed that the motivation for teacher leadership work was embedded in the school context, and in an attempt to address the teaching and learning needs and challenges within that context, the teacher leaders in this study embraced and developed seven roles. The findings also revealed that the teacher leaders'

life experiences, friendly personalities, learning dispositions, innate values and personal needs served as internal stimuli that directed their behaviour and the way they led. Thereafter the chapter considered other enablers of TLD, such as factors within and external to the school, colleagues, and the classroom. The findings revealed that schools were fertile sites for the development of teacher leadership, as they provided opportunities for teacher leaders to head school committees and projects, and as enthusiastic teacher leaders took the initiative in other endeavours, they developed further. Thus, the chapter addressed the second research question, which was concerned with how TLD occurred.

The findings suggested that the four teacher leaders were very comfortable and enthusiastic in taking on informal posts created within their schools, such as subject head and acting HOD posts. These in-house posts spurred the teacher leaders' development, owing to the responsibilities attached to them. The findings also revealed that colleagues and learners can be a significant motivational factor in TLD, because as teacher leaders teach less knowledgeable colleagues and absorb skills from more experienced colleagues, the cross-pollination of skills can occur. Moreover, teacher leaders developed their knowledge and skills in response to learners' disadvantaged backgrounds, learning disabilities, language deficits, and available technology, which urged the teacher leaders to find solutions to problems.

The findings revealed that teacher leaders' life experiences, friendly personalities, learning dispositions, innate values and personal needs served as internal stimuli that directed their behaviour and the way they led. These findings explained how development occurred in the work teacher leaders did and the roles they embraced in Chapter 5. Chapter 6 additionally found that teacher leaders often faced challenges, such as a lack of resources, heavy teaching workloads, a lack of time, a lack of support from SMTs, discipline issues, and teacher reluctance and resistance. However, the teacher leaders still continued their service to their schools enthusiastically, mitigating the challenges along the way.

Both Chapters 5 and 6 connected the findings with the literature and the theoretical framework to provide a clear understanding of how TLD occurred. As argued by Meindl (1995) and Van der Westhuizen and Mentz (2007) (see Chapter 1, section 1.6, page 10), These twin chapters revealed that the use of a multi-perspectival lens that included teacher leaders and SMT members at different levels of management produced valuable data that explained how organisational, situational, and individual factors nurtured and restricted TLD.

7.3 LEARNINGS FROM THIS STUDY

Through the research journey and my constant critical reflection on the theoretical framework used in the study, I was able to develop a broader understanding of TLD and adapt Harrison and Killion's (2007) theory of the ten roles of teacher leaders, to the ten roles of teacher leaders for learner development. The findings from this study revealed that as teacher leaders embraced these roles for learner development, they developed their own knowledge and competencies. More significantly, the theory speaks to the research questions, as discussed in section 7.2 above (page 259), which query what work teacher leaders do, how teacher leadership develops, and what can be learnt from this study that could possibly help other teachers to become teacher leaders. This study found that by embracing these landmark roles, aspiring teacher leaders could develop themselves, their learners, and their schools, and meet the ultimate educational goal of improving learner performance in schools.

In addition, I was able to integrate these roles into a broader input-process-output-outcome model of TLD, because development within the ten roles occurs during the process of TLD. The theory of the ten roles for learner development and the model therefore effectively addressed the research questions and provided an evidence-based empirical basis for understanding TLD. Wenner and Campbell (2017) urged researchers to add to the empirical research base of teacher leadership, given that there is a great deal of ambiguity and role confusion in this field of scholarship, which is still in a budding conceptual phase, as asserted by Berg and Zoellick (2019) and Poekert et al. (2016) (see Chapter 2, section 2.3, page 26).

More significantly, the theory on the ten roles and the model on TLD explain how teachers develop leadership with what they have, and how the contexts of learners, colleagues and the school, and innate motivations within teacher leaders, urge them to develop leadership skills and expertise. Given this, these two learnings will effectively enlighten the reader on teacher leadership roles, how teachers develop in these roles, and how the roles fit into a model I present of the broader leadership development process itself, informed by this study.

The ten roles of teacher leaders in the development of learners are presented below.

7.3.1 The ten roles of teacher leaders for learner development

In Chapter 3, section 3.2.2 (page 85), I presented Harrison and Killion's (2007) theoretical model of the ten roles that teacher leaders assume in the development of other teachers so that they may be capacitated to serve learners. Ghamrawi (2013) notes that Harrison and Killion's work since 1967 has focused on teacher development. Johns and Sosibo (2019) assert that teacher development occurs through incidental or context-driven learning opportunities (Berg et al., 2019), where teachers learn and build competencies and knowledge, which they use to develop themselves and others (Chapter 2, section 2.6.1, page 48). However, learner development also occurs when learners reflect and evolve when faced with conflict, and is seen in how they reason, react, make decisions, and understand their surroundings and how their growth and behaviour are influenced by their educational surroundings (Long, 2012). Harrison and Killion (2017) specialise in research on teachers as staff developers, coaches, and mentors of other teachers. However, from the findings of this study on TLD, I saw a broader conceptualisation of their theory of teacher development that could be equally operationalised for learner development, and which reflected the philosophy of servant leadership, of stewardship, and of commitment to the growth and development of those who are led (Greenleaf, 2003).

I therefore present a discussion of my theory on these roles for learner development. While I have argued in this report that TLD moves beyond roles, classrooms, and schools, I decided to focus on these roles for learner development in the classroom. This is because I argued in this report that teachers are the primary imparters of the curriculum, are closest to the learners for most of the school day, and are therefore able to influence learners more than parents, other school management members and policy makers (Zepeda et al., 2013, Chapter 2, section 2.4.1, page 37). Similarly, in Chapter 1, section 1.3 (page 7), I concurred with Warren (2021b) that teachers' leadership skills in the classroom are imperative for developing learners.

My theory effectively illustrates with examples how teacher leaders develop leadership skills in their classrooms. A slight role change was that I replaced the 'school leader' role with that of life and personal coach. This was because while teacher leaders as school-wide leaders do influence learners, I found that the school leader role had a greater impact on the running of the school, managing teachers and nurturing collaborative relationships with the SMT members and the community. This study revealed that the teacher leader role of life and personal coach, however, had a direct and profound impact on learners' lives. Like Harrison and Killion (2007),

I present the theory with a description of the roles and empirical examples in practice. However, as the reader will observe, my theory reveals how teacher leaders utilise these ten roles in developing themselves and their learners. These roles are:

- a) *Resource provider*
- b) *Instructional specialist*
- c) *Curriculum specialist*
- d) *Classroom supporter*
- e) *Learning facilitator*
- f) *Mentor*
- g) *Data coach*
- h) *Catalyst for change*
- i) *Learner*
- j) *Life and personal coach*

7.3.1.1 *Resource provider*

Teacher leaders are walking resources themselves. Teacher leaders' roles as resource providers cannot be underestimated, because as resource providers, teacher leaders are able to bridge the resource gap between the more elite schools and the more disadvantaged schools. Furthermore, teacher leaders are the most significant human resources schools could possess, as they have professional knowledge of education which they constantly upgrade for the benefit of teaching and learning. Teacher leaders' knowledge, skills and educational efforts spill over directly to the benefit of learners during classroom teaching and learning activities. Teacher leaders nurture learner development firstly by gauging the needs of their learners, and secondly, by personally compiling or collecting a vast range of instructional material that expertly matches the contextual learning needs of their learners. For instance, teacher leaders' creative and entrepreneurial efforts can save or generate finances for the school, which improves the quality of education in their schools.

7.3.1.2 *Instructional specialist*

As instructional specialists, teacher leaders gauge the learning deficiencies and developmental needs of their learners, design differentiated lessons and instructions, and teach these to their learners. Teacher leaders conduct research through networking with other teachers in order to learn about effective and ineffective strategies, and to implement best practices in their classrooms. For instance, as teacher leaders discuss a particular Accounting method or a creative way of writing descriptive essays, they are working as instructional specialists directly with their learners.

7.3.1.3 *Curriculum specialist*

Teacher leaders have vast knowledge of the curriculum through their own learning and through learning from other more experienced curriculum specialists. They use this knowledge to assist learners to understand the various components and standards of the curriculum, in planning and instruction. Once learners have understood how all the parts of the curriculum work together, teacher leaders lead learners in accordance with the curriculum standards and help them to set realistic goals for achieving the outcomes of the curriculum. Teacher leaders teach the specific methodologies that ought to be used to learn the different components of the curriculum. For instance, certain Maths applications could be mastered by the drill and practice method, and descriptive essay writing could be enhanced by sentence building through the use of adjectives.

7.3.1.4 *Classroom supporter*

Teacher leaders assume the classroom supporter role when they design differentiated lessons to cater for the diverse learning styles and different calibres of learners. Teacher leaders work as classroom supporters when they work towards nurturing collaboration in learning activities, through group work and peer work. Teacher leaders support reluctant, weak, slow, and fast learners by offering them either remedial or more challenging activities in class. For instance, when teacher leaders work together with their learners to construct the Disciplinary Code of

Conduct for their classrooms, they become a strong support for learners as they promote desirable behaviours and discipline in the learners.

7.3.1.5 Learning facilitator

Teacher leaders work as learning facilitators when they learn through the eyes of learners and focus on what most significantly enhances the learning of their learners. By facilitating learning in this way, teacher leaders critique their own ways of doing things, develop their own learning, and are able to fill in the knowledge void of ‘how to get the message across more effectively’. Facilitating learning in this way reduces the time spent on ineffective methods and improves academic performances. As learning facilitators, teacher leaders transform ordinary, mundane lessons into more creative ones that yield results, for instance, when teacher leaders invite their learners out into the school grounds to observe nature and write about the metaphors than can be observed, or when English teacher leaders discuss what Shakespeare’s thoughts would be on Facebook or Instagram. When teacher leaders imbue lessons with creativity, they facilitate creativity of thought and a willingness to learn in their learners.

7.3.1.6 Mentor

Teacher leaders most commonly assume the role of mentor to their learners. A great deal of time and collaboration goes into mentorship work, which contributes to learner development. As role models, mentor teacher leaders advise learners with instructional practices and the curriculum, while displaying professional, moral and ethical behaviour for learners to emulate. As learners become inspired by their teachers as mentors, they start living up to the expectations of their teachers, knowing very well that their teachers have good intentions for them. For instance, a teacher leader’s learner may see how enthusiastic her English teacher is about inviting learners to the library and decide to start reading books on a regular basis because she knows that it will please her English teacher and benefit her academically.

7.3.1.7 *Data coach*

Teachers make use of a wide range of data in the classroom to enable them to gauge teaching and learning needs. Teacher leaders who are data coaches extract this data in the form of feedback from learners' verbal and written responses in class during instructional and assessment processes. Data coaches analyse performances, reflect on weaknesses from their own teaching methods or from the way learners learn, and design better, more effective lessons that may yield better results. For instance, when teacher leaders directly discuss performances with their learners based on test marks, they work as data coaches. Another example would be teacher leaders collecting and including digital data into lessons through computer graphic presentations, Internet blogs and study of PDF documents. In this way teacher leaders can be positively assured that their learners are keeping abreast of global technological advancements.

7.3.1.8 *Catalysts for change*

Because teacher leaders interact directly with learners, they are often catalysts for change, as they constantly look for better ways of doing things with their learners in terms of curriculum instruction delivery or by simply convincing their learners to think differently and more creatively. As catalysts for change, teacher leaders move away from the traditional ways of teaching and learning, and convince learners to adopt newer, more innovative ways of learning. For instance, when teacher leaders ask their learners to 'act like the teacher' and present a certain aspect of a lesson, they capacitate learners with content and leadership skills, and add a new dimension to how learning can be enhanced. As catalysts for change, teacher leaders ensure that neither they nor their learners remain stagnant in set ways of doing things.

7.3.1.9 *Learner*

In any role a teacher assumes, he or she ought to always learn more about the role and its responsibilities. Teacher leaders must at all times demonstrate to their learners that learning is a continuous process, and that they too need to be learning so that they can teach better. When teacher leaders demonstrate that they are lifelong learners who continuously seek to improve their knowledge, learners understand the importance of knowledge and learning, and gain more

confidence in their teachers. Given that teachers are the primary deliverers of instruction in class, they ought to be dedicated to learning. For instance, when the teacher in class observes a learner chewing gum in class in the first period, he educates the learners about the dangers of not having breakfast and chewing gum, which increases acidity in the stomach. This may simply be a two-minute general knowledge message to learners, but it signifies to learners the importance of knowledge and learning, and reveals how different learning areas are linked.

7.3.1.10 Life and personal coach

Life and personal coaching ought to permeate all the roles of teacher leaders mentioned thus far, such as the role of learner mentioned above. As life and personal coaches, teacher leaders provide essential psychological counselling and sometimes life-saving skills to their learners. For any role teacher leaders assume, they ought to have the intuition of a life and personal coach, and know when learners need their help without learners asking for help, as in many instances learners are unable to ask for help or are not even aware that they need assistance. For instance, if a learner does not submit his or her assessment task on the required date, and gives an excuse for not doing so, as a life and personal coach the teacher ought to quickly catch on to the signs and behaviour within the learner that reflect underlying problems, such as abuse at home or substance addiction. Only when life coaches can help learners accept and deal with their traumatic situations, can inner healing occur, after which learners may be able to work to their fullest potential.

The roles that I have discussed here first appeared as Harrison and Killion's (2007) roles of teacher leaders for teacher development. However, I have demonstrated how these roles have the potential to be operationalised by teacher leaders directly with learners in daily teacher-learner contact sessions in the classroom and beyond. The roles teacher leaders assume depend on the context, as teacher leaders face different contextual challenges in class, and these roles provide direction on how learners could be assisted in multifaceted ways. Hopefully, other studies could consider how these roles could be further catalysed for learner development.

7.3.2 An input-process-output-outcome framework for teacher leader development

Informed by the findings of this study, I was able to develop an input-process-output-outcome framework, presented in Figure 7.1, which encompasses the ten roles of teacher leaders for learner development discussed in the previous section and further explains how teacher leaders develop into these roles. Furthermore, the model provides insight into the broader TLD process. The framework illustrates a process where inputs present themselves and must go through some TLD transformation process as teacher leaders interact, compromise and collaborate within systems and processes, and with role-players such as learners, colleagues, and SMT members in the school and district. The TLD process produces teacher leaders who develop into effective, flexible, resilient leaders able to work in a crisis. They can take calculated risks and multi-task for the improvement of learners, colleagues, and their schools as a whole. Through their overarching, multi-tasking activities, their skills spill over to other less experienced teachers and SMT members, which results in leadership development of the schools as a whole. Challenges are not frowned upon but are rather thought of as growth opportunities that could assist teacher leaders to improve their current state. Moreover, the positive response to contextual opportunities through the TLD process nurtures their development in the strategic roles discussed in more detail in section 7.3.1 above (page 266).

The external inputs are the developmental opportunities contextually embedded within each school, and include certain innate motivating factors. The internal inputs that spur their development include innate factors that motivate their actions. The outcome of the TLD process is that schools become a hub where there are many effective teacher leaders who can think critically, plan effectively, use their entrepreneurial skills, and develop other teachers. Thus, the model illustrates how teacher and learner performances, and competencies are improved through the in-house cross-pollination of skills. Schools become self-managing and are able to utilise existing material and human resources for leadership development purposes.

The input-process-output-outcome model thus illustrates how a multitude of factors of leadership development come into play, and that TLD is a process involving inputs, processes, outputs and outcomes. Because every individual teacher leader is unique, they may navigate the TLD process through various pathways and not necessarily in a uniform way. However, teachers needing to become teacher leaders must go through the TLD process. Thus, the theory of teacher leadership roles for learner development and the model discussed in this section are able to answer to some extent, the last research question, which was as follows:

What can be learnt from teacher leaders and selected SMT members about how other teachers can become teacher leaders?

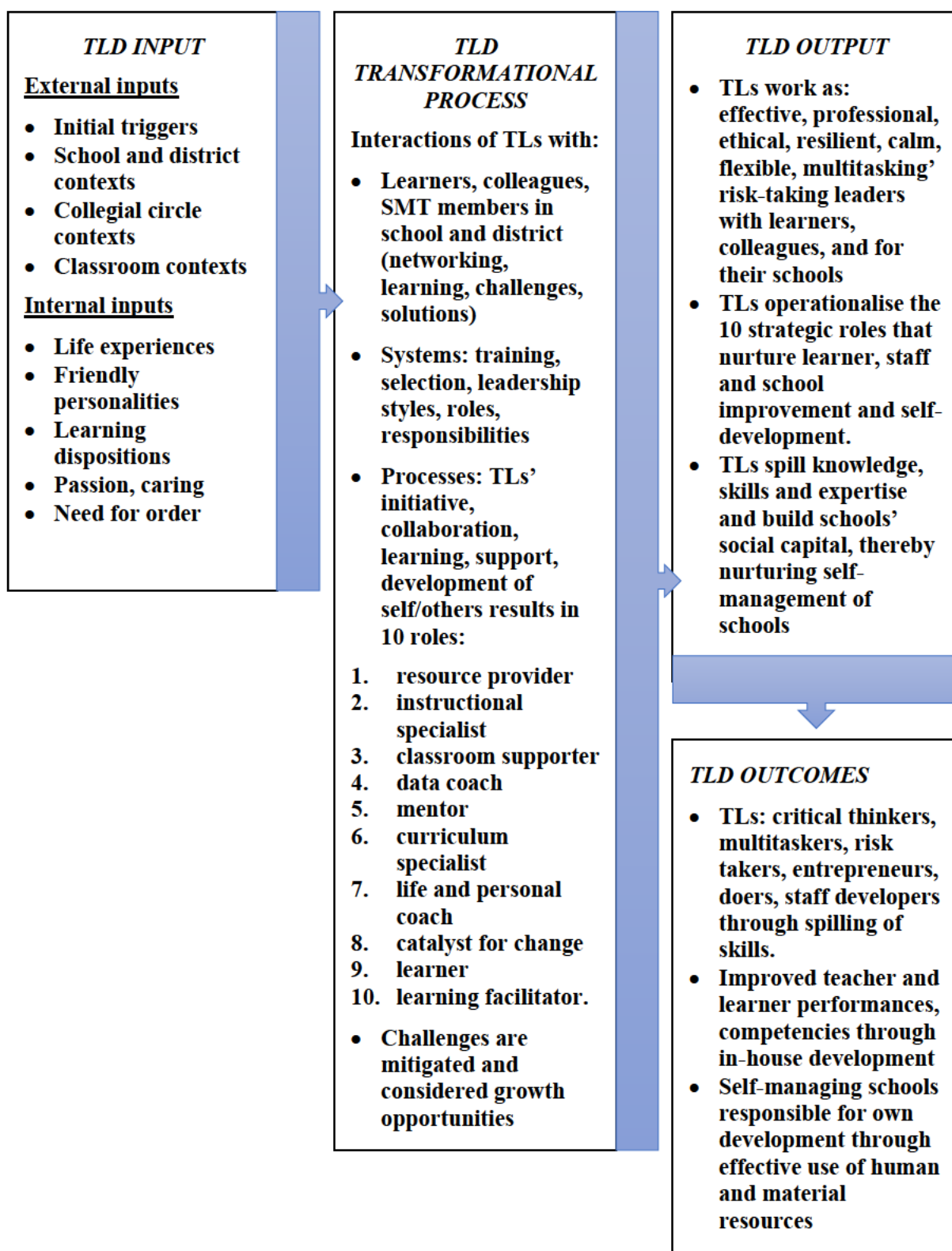


Figure 7.1: Input-process-output-outcome teacher leadership development model

7.4 HOW THE STUDY HAS INFLUENCED MY UNDERSTANDING OF MY OWN LEADERSHIP DEVELOPMENT

My research journey has urged me to reimagine the significance of teacher leadership in teaching. I must admit that the findings from this study challenged my assumptions and were not what I expected. As a PL1 teacher, contextual opportunities were presented to me too, but perhaps I did not respond as effectively to my own development as the teacher leaders in this study, which means that I need to engage in deep reflection on my practices to better myself. This illuminates my own insight into how to become an agentic, effective teacher leader, and answers the question I posed in Chapter 1 (section 1.7, page 13), where I expressed both my curiosity and confusion as to why I was not developing as effectively as a teacher leader.

This study has helped me to understand how significant leadership in teaching is, since to teach effectively, it is imperative that teachers influence learners to improve their performance. I have now understood that far-reaching teacher leadership, across the borders of classrooms and into the school and community, determines the effectiveness of the teaching outcomes in my classroom. I can see now that teacher leadership within classrooms cannot occur without concern for what happens outside of the classroom and in the learners' lives. I therefore cannot separate my life from my learners'. Therefore, I ought to abide by the servant leadership paradigm, where I constantly ask myself if the people I lead have in fact developed (Greenleaf, 2003). I understand that if I wish to embark on the TLD journey, I must be ready to embrace change and do things differently, regardless of any fears I may have. Through my dedicated work for my school, I need to demonstrate eagerness, innovativeness and stewardship for my school so that school management members understand the gravity of my work as a teacher leader, trust me and become comfortable with sharing more significant leadership tasks with me.

Given that I have discovered that the action or inactions of teachers and SMT members have consequences that determine the success or failure of development initiatives, when faced with reluctance or resistance from SMT members, I will look for ways out of such challenges. I expect to engage in more activities and initiatives with members of the SMT from my school, because relationships and people matter in leadership development. I need to move from a mind-set of dependence to a mind-set of dependability, where others can depend on my skills and expertise. I understand that I need to have a strong resolve not to be dependent on interventions from other individuals, programmes or departments for leadership development.

The power for development lies within the context, processes, teacher initiative and relationships that I can nurture within my school. No doubt, deliberate interventions and resource provision are needed, but to a larger extent, TLD is all about my decision and daring to lead (Hunzicker, 2017, in Chapter 2, section 2.5, page 44), and about how processes within schools can be put in place so that schools can become fertile sites for development. Participating in smaller initiatives will lead to success in bigger initiatives. I understand that I ought to earnestly engage in close, collaborative processes, reduce the teacher-management gap, and build collegial trust and respect for me, through good work for my school. This is necessary so that my sphere of influence increases through time. It is a process I need to go through to be an ideal teacher leader.

7.5 RECOMMENDATIONS FOR FUTURE RESEARCH

I would suggest that another comparative study or studies be conducted on TLD based on the same methodology as this study but with the addition of other data generation methods and larger, more varied sample sizes. For instance, researchers could consider a wide-ranging selection of teachers, SMT members and learner participants from contextually different schools, such as independent, public and rural schools. Focus group interviews could enrich the study further. Focus group interviews could be conducted with learners, who could elaborate on enabling leadership attributes that teacher leaders have impressed on them and how they enabled them to develop. It would be interesting to learn from the perspectives of learner participants' interactions with each other based on the knowledge they have of teacher leaders in the contexts of their schools. Such focus group interviews could give way to some interesting contextual perspectives, agreements, contestations and certain generalisations that would add to the scholarship on understanding TLD in different schooling contexts.

I further suggest that researchers do reflective journaling of their observations of the leadership work of other teachers at the schools (apart from the selected teacher leaders), so that a more holistic understanding of the extent of TLD in each school could be obtained. For instance, a simple observation of the morning assembly at schools could reveal the leadership work of teachers as they manage discipline and bring learners together at assembly. Researchers could observe interactions between teachers, learners and SMT members to gain a more comprehensive understanding of teacher leadership. Moreover, such observations could

provide researchers with an overall, eagle-eye perspective of formal and informal school leadership at schools, which could no doubt enrich the existing methodology.

Moreover, researchers could journal their observations of how teacher leaders work with their learners. I believe this would be a more successful attempt than mine in this study. I expected teacher leaders to be able to journal and reflect on certain life-changing events and other processes that had nurtured their development as leaders, but the teacher leaders complained of a lack of time and therefore only produced a minimum number of reflections. However, I believe that researchers would be more dedicated to this reflective journaling process, as the personal incentive would be that the journaling process would enrich their own study and provide them a bird's eye view of how teacher leaders work with their learners. Consequently, this method would allow researchers to provide an objective report of their observations, and there would be some space for researchers to offer their own subjective reflections on TLD.

Finally, in an attempt to shed some light on why teacher reluctance occurs, studies could be conducted with reluctant teachers to understand their reasons for avoiding leadership, the challenges they experience, and their philosophies for why they do not wish to lead. A study of this nature could light the way for schools to mitigate the challenges faced by reluctant teachers, thereby removing the obstacles to TLD.

7.6 LIMITATIONS OF THE STUDY

Given that no study is exhaustive and without limitations, researchers ought to declare limitations that may affect the credibility of the study (Cohen et al., 2018). Accordingly, I state two minor limitations to this study in this section. Firstly, this case study explored the leadership development of a small sample of four teacher leaders in three secondary schools in one circuit in KwaZulu-Natal, South Africa; therefore, there was never an intention to generalise the findings to a larger population. Instead, the core intention was to contribute unique knowledge to the scholarship of how TLD occurs.

Secondly, this study experienced a limitation in terms of the selection of the SMT participants, as mentioned in the participant profiles in Chapter 5, section 5.2 (page 137). Both SMT3(G) and SMT4(X) were unable to communicate and elaborate as much as I would have liked them to. Since SMT3(G) had a medical challenge and SMT4(X) had a certain style of speaking, I

could only extend and challenge the participants to a certain extent in the interview process. However, I am pleased that they still contributed significantly to this study.

7.7 CONCLUDING THOUGHTS

This study strongly revealed that TLD is a product of teacher leaders' personal initiative and dedicated work towards their own development and towards school improvement. The teacher leaders did not start out on this journey of leadership knowing that leadership development would be an outcome, but simply wished to serve their schools better. However, in their desire for change and improvement, they worked within processes and systems in and beyond their schools, nurtured relationships, managed with minimum resources and mitigated several challenges, and in doing so, they unwittingly developed into outstanding leaders. Only upon careful reflection of their work during this study, did they discover their hidden talents and acknowledge that indeed they had developed into leaders. This means that many teachers out there may already be doing profound leadership work without even knowing it. This additionally implies that all teachers have the potential to be leaders. However, not every teacher has what it takes to 'crack it', as teacher leadership is not without challenges and can be a conundrum of sorts. TLD is a deep and protracted process, and cannot be achieved overnight.

This study revealed that opportunities within and beyond the school present themselves to all teachers, but the teacher leaders responded more strongly and positively to these opportunities for development than other teachers. As a result, what set the teacher leaders apart from ordinary teachers or reluctant teachers is how they responded to leadership. If aspiring teacher leaders seek to acquire leadership skills, they ought to consciously take responsibility and take the initiative for their own development and leadership learning, engage in deep reflection and critique, and constantly strive to improve their practices with a humble demeanour.

Teachers who do not wish to venture on this leadership journey, however, remain ordinary teachers doing the mundane duties of teaching, going home and returning the next day to repeat the same activity. Sadly, such teachers are easily demotivated and pessimistic about teaching, and as the spark for teaching dies within them, so too, does their passion. Such teachers often become bored and even more reluctant. Teacher leadership could therefore be the panacea that could transform the educational system, since teacher leaders positively transform all they

come into contact with, and enrich the teaching profession. Therefore, teacher leader should take that first dynamic, life-changing step and embark on that leadership journey, because they are indeed the ones who dare to lead!

REFERENCES

- Acker-Hocevar, M., & Touchton, D. (1999, April). *A model of power as social relationships: Teacher leaders describe the phenomena of effective agency in practice*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.
- Ahmad, R. H., & Ghavifekr, S. (2017). School leadership for the 21st century: A conceptual overview. *MOJEM: Malaysian Online Journal of Educational Management*, 2(1), 48–61. Retrieved from: <https://mojem.um.edu.my/index.php/MOJEM/article/view/6116/3825>
- Akert, N., & Martin, B. (2012). The role of teacher leaders in school improvement through the perceptions of principals and teachers. *International Journal of Education*, 4(4), 284–299. Retrieved from: <https://doi:10.5296/ije.v4i4.2290>
- Algahtani, A. (2014). Are leadership and management different? A review. *Journal of Management Policies and Practices*, 2(3), 71–82. Retrieved from: <https://doi:10.15640/jmpp.v2n3a4>
- Allen, L. Q. (2018). Teacher leadership and the advancement of teacher agency. *Foreign Language Annals*, 51(1), 240–250. Retrieved from: <https://doi.org/10.1111/flan.12311>
- Amanchukwu, R. N., Stanley, G. J., & Ololube, N. P. (2015). A review of leadership theories, principles and styles and their relevance to educational management. *Management*, 5(1), 6–14. Retrieved from: <https://doi:10.5923/j.mm.20150501>
- Andrews, D., & Crowther, F. (2002). Parallel leadership: A clue to the contents of the “black box” of school reform. *International Journal of Educational Management*, 16(4), 152–159. Retrieved from: <https://doi:10.1108/09513540210432128>
- Andrews, D., & Crowther, F. (2006). Teachers as leaders in a knowledge society: Encouraging signs of a new professionalism. *Journal of School Leadership*, 16(5), 534–549. Retrieved from: <https://doi.org/10.1177/105268460601600506>
- Angelle, P., & Teague, G. M. (2014). Teacher leadership and collective efficacy: Teacher perceptions in three US school districts. *Journal of Educational Administration*, 52(6), 738–753. Retrieved from: <https://doi.org/10.1108/JEA-02-2013-0020>

- Angelle, P. S., & Beaumont, J. (2008). School structure and the identity of teacher leaders: Perspectives of principals and teachers. *Journal of School Leadership, 17*(6), 771–799. Retrieved from: <https://doi:10.1177/105268460701700604>
- Angelle, P. S., & DeHart, C. A. (2010, May). *A four factor model of teacher leadership: construction and testing of the teacher leadership inventory*. Paper presented at the meeting of the University Council for Educational Administration, Denver, CO.
- Angelle, P. S., & DeHart, C. A. (2011). Teacher perceptions of teacher leadership: Examining differences by experience, degree and position. *Nass Bulletin, 95*(2), 141–160. Retrieved from: <https://doi.org/10.1177/0192636511415397>
- Antelo, A., Prilipko, E. V., & Sheridan-Pereira, M. (2010). Assessing effective attributes of followers in a leadership process. *Contemporary Issues in Education Research, 3*(10), 1–12. Retrieved from: <https://doi:10.19030/cier.v3i10.234>
- Aris, R. F. R. (2021). Teacher leadership: A literature review. *Journal of Contemporary Issues and Thought, 11*(1), 45–52. Retrieved from: <https://ejournal.upsi.edu.my/index.php/JCIT/article/view/5506>
- Arslan, G., & Allen, K. A. (2021). School victimization, school belongingness, psychological well-being, and emotional problems in adolescents. *Child Indicators Research, 14*(5), 1–17. Retrieved from: <https://doi:10.1007/s12187-021-09813-4>
- Avolio, B. J. (2011). *Full range leadership development* (2nd ed.). Thousand Oaks, CA: SAGE Publications.
- Avolio, B. J., & Hannah, S. T. (2008). Developmental readiness: Accelerating leader development. *Consulting Psychology Journal: Practice and Research, 60*(4), 331–347. Retrieved from: <https://doi.org/10.1037/1065-9293.60.4.331>
- Babbie, E., & Mouton, J. (2005). *The practice of social research*. Cape Town: Oxford University Press.
- Babbie, E. R. (2020). *The practice of social research*. London: Cengage Learning.
- Backor, K. T., & Gordon, S. P. (2015). Preparing principals as instructional leaders: Perceptions of university faculty, expert principals, and expert teacher leaders. *NASSP Bulletin, 99*(2), 105–26. Retrieved from: <https://doi.org/10.1177/0192636515587353>

- Bagley, S. S., & Margolis, J. (2018). The emergence and failure to launch of hybrid teacher leadership. *International Journal of Teacher Leadership*, 9(1), 33–46. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1182709.pdf>
- Bailey, K., Jakicic, C., & Spiller, J. (2014). *Collaborating for success with the common core*. Bloomington: Solution Tree Press.
- Bailey, K. D. (2007). *Methods of social research* (5th ed.). New York: The Free Press.
- Bailey, K. M. (2008). Passing on the light: Encouragement as a leadership skill. In C. Coombe, M. L. McCloskey, L. Stephenson, & N. J. Anderson (Eds.), *Leadership in English language teaching and learning* (pp. 29–37). Ann Arbor, MI: The University of Michigan Press.
- Baker, S. D., & Gerlowski, D. A. (2007). Team effectiveness and leader follower agreement: An empirical study. *Journal of American Academy of Business, Cambridge*, 12(1), 15–23. Retrieved from: <http://repository.binus.ac.id/content/G0934/G093411128.pdf>
- Balyer, A., Ozcan, K., & Yildiz, A. (2017). Teacher empowerment: School administrators' roles. *Eurasian Journal of Educational Research*, 17(70), 1–18. Retrieved from: <https://doi:10.14689/ejer.2017.70.1>
- Bangs, J., & MacBeath, J. (2012). Collective leadership: The role of teacher unions in encouraging teachers to take the lead in their own learning and in teacher policy. *Professional Development in Education*, 38(2), 331–343. Retrieved from: <https://doi.org/10.1080/19415257.2012.657879>
- Barbuto, J. E., & Wheeler, D. W. (2007). *Becoming a servant leader: Do you have what it takes?* Lincoln, NEB: Cooperative Extension, Institute of Agriculture and Natural Resources, University of Nebraska-Lincoln.
- Barbuto, J. E. Jr., & Wheeler, D. W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31(3), 300–326. Retrieved from: <https://doi.org/10.1177/1059601106287091>
- Barth, R. S. (1988). Principals, teachers, and school leadership. *Phi Delta Kappan*, 69(9), 639–642.
- Barth, R. S. (2001). Teacher leader. *Phi Delta Kappan*, 82(6), 443–449. Retrieved from: <https://doi.org/10.1177/003172170108200607>

- Bass, B. (2010). *The Bass handbook of leadership: Theory, research, and managerial applications*. New York, NY: Simon & Schuster.
- Bayeni, S. D., & Bhengu, T. T. (2018). Complexities and contradictions in policy implementation: Lived experiences of three school principals in South Africa. *SAGE Open*, 8(3), 1–12. Retrieved from: <https://doi.org/10.1177/2158244018792037>
- Beasley, E. (2020). Exploring the perceptions of the effectiveness of PLCs by teachers in a rural middle/high school. (Unpublished Doctoral thesis). Kennesaw State University, United States of America.
- Bellibaş, M. Ş., Gümüş, S., & Kılınc, A. Ç. (2020). Principals supporting teacher leadership: The effects of learning-centred leadership on teacher leadership practices with the mediating role of teacher agency. *European Journal of Education*, 55(2), 200–216. Retrieved from: <https://doi:10.1111/ejed.12387>
- Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of learning-centred leadership and teacher trust on teacher professional learning: Evidence from a centralised education system. *Professional Development in Education*, 1–13. Retrieved from: <https://doi.org/10.1080/19415257.2021.1879234>
- Bennis, W. (1998). *On becoming a leader*. Reading, MA: Adisson-Wesley.
- Bennis, W. G. & Nanus, B. (1985). *The strategy for taking charge*. New York: Harper & Row.
- Berg, J., Horn, P., Supovitz, J., & Margolis, J. (2019). *Typology of teacher leadership programs: A scan of U.S. programs & initiatives that support teachers to take new and varied roles*. Philadelphia, PA: CPRE Research Reports.
- Berg, J. H., & Zoellick, B. (2019). Teacher leadership: Toward a new conceptual framework. *Journal of Professional Capital and Community*, 4(1), 2–14. Retrieved from: <https://doi:10.1108/jpcc-06-2018-0017>
- Bergman Blix, S., & Wettergren, Å. (2015). The emotional labour of gaining and maintaining access to the field. *Qualitative Research*, 15(6), 688–704. Retrieved from: <https://doi.org/10.1177/1468794114561348>
- Berkovich, I. (2018). Typology of trust relationships: Profiles of teachers' trust in principal and their implications. *Teachers and Teaching*, 24(7), 749–767. Retrieved from: <https://doi.org/10.1080/13540602.2018.1483914>

- Berry, B., Byrd, A., & Wieder, A. (2013). *Teacherpreneurs: Innovative teachers who lead but don't leave*. San Francisco: Jossey-Bass.
- Berry, B., Daughtrey, A., & Wieder, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality. Retrieved from: <https://files.eric.ed.gov/fulltext/ED509719.pdf>
- Bertram, C., & Christiansen, I. (2014). *Understanding research: An introduction to reading research*. Pretoria: Van Schaik Publishers.
- Bloor, M. (2016). Addressing social problems through qualitative research. In D. Silverman (Ed), *Qualitative research* (pp. 15–29). London: SAGE Publications.
- Boyce, L. A., Zaccaro, S. J., & Wisecarver, M. Z. (2010). Propensity for self-development of leadership attributes: Understanding, predicting, and supporting performance of leader self-development. *The Leadership Quarterly*, 21(1), 159–178. Retrieved from: <https://doi:10.1016/j.leaqua.2009.10.012>
- Boylan, M. (2016). Deepening system leadership: Teachers leading from below. *Educational Management Administration & Leadership*, 44(1), 57–72. Retrieved from: <https://doi.org/10.1177/1741143213501314>
- Bradley-Levine, J. (2018). Advocacy as a practice of critical teacher leadership. *International Journal of Teacher Leadership*, 9(1), 47–62. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1182705.pdf>
- Bradley-Levine, J., & Zainulabdin, S. (2020). Peace building through teacher leadership. *Journal of Peace Education*, 17(3), 308–323. Retrieved from: <https://doi:10.1080/17400201.2020.1775562>
- Brandisauskiene, A., Cesnaviciene, J., & Bruzgeleviciene, R. (2019). Teacher leadership in Lithuania: Are teachers prepared to cooperate? *Journal of Contemporary Management Issues*, 24, 123–136. Retrieved from: <https://doi:10.30924/mjcmi.24.si.8>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. Retrieved from: <https://doi:10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2: Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). Washington, DC: American Psychological Association.

- development school context. *The New Educator*, 16(3), 187–206. Retrieved from: <https://doi.org/10.1080/1547688X.2019.1684605>
- Bush, T. (2007). Educational leadership and management: Theory, policy and practice. *South African Journal of Education*, 27(3), 391–406. Retrieved from: <https://www.ajol.info/index.php/saje/article/view/25107>
- Bush, T. (2018). Leadership and context: Why one-size does not fit all. *Educational Management Administration & Leadership*, 46(1), 3–4. Retrieved from: <https://doi.org/10.1177/1741143217739543>
- Bush, T. (2019). Distinguishing between educational leadership and management: Compatible or incompatible constructs? *Educational Management Administration & Leadership*, 47(4), 501–503. Retrieved from: <https://doi.org/10.1177/1741143219839262>
- Bush, T., & Glover, D. (2012). Distributed leadership in action: Leading high-performing leadership teams in English schools. *School Leadership & Management*, 32(1), 21–36. Retrieved from: <https://doi.org/10.1080/13632434.2011.642354>
- Bush, T., Joubert, J., Kiggundu, E., & Van Rooyen, J. (2010). Managing teaching and learning in South African schools. *International Journal of Educational Development*, 30(2), 162–168. Retrieved from: <https://doi.org/10.1016/j.ijedudev.2009.04.008>
- Calik, T., Sezgin, F., Kavgaci, H., & Cagatay Kilinc, A. (2012). Examination of relationships between instructional leadership of school principals and self-efficacy of teachers and collective teacher efficacy. *Educational Sciences: Theory and Practice*, 12(4), 2498–2504. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1002859.pdf>
- Campbell, C., Lieberman, A., Yashkina, A., Alexander, S., & Rodway, J. (2018). *Teacher learning and leadership program: Research report 2017–18*. Toronto: Ontario Teachers' Federation.
- Campbell, M. A., & Gardner, S. (2005). A pilot study to assess the effects of life coaching with Year 12 students. In M. Cavanagh, A. Grant, & T. Kemp (Eds.), *Evidence-based coaching* (pp. 159–169). Brisbane: Australian Academic Press.
- Capowski, G. (1994). Anatomy of a leader: Where are the leaders of tomorrow? *Management Review*, 83(3), 10–14.

- Carver, C. L. (2016). Transforming identities: The transition from teacher to leader during teacher leader preparation. *Journal of Research on Leadership Education*, 11(2), 158–180. Retrieved from: <https://doi.org/10.1177/1942775116658635>
- Castillo, F. A., & Hallinger, P. (2018). Systematic review of research on educational leadership and management in Latin America, 1991–2017. *Educational Management Administration & Leadership*, 46, 207–225. Retrieved from: <https://doi.org/10.1177/1741143217745882>
- Cengiz, C., & Karataş, F. O. (2015). Examining the effects of reflective journals on pre-service science teachers' general chemistry laboratory achievement. *Australian Journal of Teacher Education*, 40(10), 125–146. Retrieved from: <https://doi:10.14221/ajte.2015v40n10.8>
- Chan, D. W. (2008). Emotional intelligence, self-efficacy, and coping among Chinese prospective and in-service teachers in Hong Kong. *Educational Psychology*, 28(4), 397–408. Retrieved from: <https://doi.org/10.1080/01443410701668372>
- Charoenkul, N. (2021). Approaches to developing future teacher leadership to enhance students' human value creating global citizenship. *Psychology and Education Journal*, 58(1), 5443–5453. Retrieved from: <https://doi.org/10.17762/pae.v58i1.1842>
- Cheng, A. Y., & Szeto, E. (2016). Teacher leadership development and principal facilitation: Novice teachers' perspectives. *Teaching and Teacher Education*, 58, 140–148. Retrieved from: <https://doi:10.1016/j.tate.2016.05.003>
- Cheung, R., Reinhardt, T., Stone, E., & Little, J. W. (2018). Defining teacher leadership: A framework. *Phi Delta Kappan*, 100(3), 38–44. Retrieved from: <https://doi.org/10.1177/0031721718808263>
- Chikoko, V., Naicker, I., & Mthiyane, S. (2015). School leadership practices that work in areas of multiple deprivation in South Africa. *Educational Management Administration & Leadership*, 43(3), 452–467. Retrieved from: <https://doi.org/10.1177/1741143215570186>
- Christie, P. (1998). Schools as (dis)organisations: The 'breakdown of the culture of learning and teaching' in South African schools. *Cambridge Journal of Education*, 28(3), 283–300. Retrieved from: <https://doi.org/10.1080/0305764980280303>

- Christie, P., Sullivan, P., Duku, N., & Gallie, M. (2010). *Researching the need: School leadership and quality of education in South Africa*. Report prepared for Bridge, South Africa: Ark, UK. Retrieved from: <https://www.bridge.org.za/wp-content/uploads/2014/12/School-leadership-Report-on-Quality-School-Leadership-Aug-2010.pdf>
- Christison, M., & Murray, D. (2008). Strategic planning for English language teachers and leaders. In C. Coombe, M. L. McClaskey, L. Stephenson, & N. J. Anderson (Eds.), *Leadership in English language teaching* (pp. 128–141) Ann Arbor, MI: The University of Michigan Press.
- Clarke, A. (2007). *The handbook of school management*. Cape Town: Kate McCallum.
- Cohen, D., & Crabtree, B. (2006). *Semi-structured interviews*. Qualitative Research Guidelines Project. Retrieved from: <http://www.qualres.org/HomeSemi-3629.html>
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*, (8th ed.). New York: Routledge.
- Collay, M. (2016). Teaching is leading. In M. Scherer (Ed.), *On being a teacher: Readings from educational leadership* (pp. 91–99). Alexandria, VA: Association for Supervision and Curriculum Development.
- Collinson, V. (2012). Leading by learning, learning by leading. *Professional Development in Education*, 38(2), 247–266. Retrieved from: <https://doi.org/10.1080/19415257.2012.657866>
- Connolly, M., James, C., & Fertig, M. (2017). The difference between educational management and educational leadership and the importance of educational responsibility. *Educational Management Administration & Leadership*, 47(7), 1–16. Retrieved from: <https://doi.org/10.1177/1741143217745880>
- Covey, S., Merrill, A. R., & Merrill, R. R. (1994). *First things first: To live, to love, to learn, to leave a legacy*. New York: Simon and Schuster.
- Crawford, P., Roberts S. K., & Hickman, R. (2010). Nurturing early childhood teachers as leaders: Long-term professional development. *Dimensions of Early Childhood*, 38(3), 31–38. Retrieved from: <https://www.researchgate.net/publication/282135893>

[Nurturing Early Childhood Teachers as Leaders Long-term Professional Development](#)

- Creswell, J. W. (2012). *Research design: Qualitative, quantitative and mixed methods approaches*. Thousand Oaks, CA: SAGE Publications.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). London: SAGE Publications.
- Crippen, C., & Willows, J. (2019). Connecting teacher leadership and servant leadership: A synergistic partnership. *Journal of Leadership Education*, 18(2), 171–180. Retrieved from: <https://doi:10.12806/V18/I2/T4>
- Crowther, F. (2002). Big change question: Is the role of the principal in creating school improvement over-rated? *Journal of Educational Change*, 3(2), 167–173. Retrieved from: <https://doi:10.1023/A:1016572429951>
- Crowther, F., & Olsen, P. (1997). Teachers as leaders — an exploratory framework. *International Journal of Educational Management*, 11(1), 6–13. Retrieved from: <https://doi:10.1108/09513549710155410>
- Crowther, F., Kaagan, S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.
- Cuban, L. (1988). *The managerial imperative and the practice of leadership in schools*. Albany, NY: Suny Press.
- Cugini, M. (2015). Successfully navigating the human subjects approval process. *American Dental Hygienists' Association*, 89(1), 54–56. Retrieved from: https://jdh.adha.org/content/jdentyg/89/suppl_1/54.full.pdf
- Curtis, R. (2013). *Finding a new way: Leveraging teacher leadership to meet unprecedented demands*. Washington, DC: The Aspen Institute.
- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielsson, E. (2013). The roles of followers: An exploratory study of follower roles in a Swedish context. *Leadership & Organization Development Journal*, 34(8), 708–723. Retrieved from: <https://doi.org/10.1108/LODJ-01-2012-0007>

- Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60(8), 6–13. Retrieved from: https://www.researchgate.net/publication/242663183_Keeping_Good_Teachers_Why_It_Matters_What_Leaders_Can_Do
- Darling-Hammond, L. (2017). Teacher education around the world: What can we learn from international practice? *European Journal of Teacher Education*, 40(3), 291–309. Retrieved from: <https://doi:10.1080/02619768.2017.1315399>
- Davidoff, S., & Lazarus, S. (2010). Leadership and management in building ‘learning’ schools. In J. Gultig & D. Butler (eds), *Creating people-centred schools: School organization and change in South Africa* (pp. 64–73). OER Africa. Retrieved from: https://www.oerafrica.org/sites/default/files/PCS_Readings_section%203_reading%2008.pdf
- Day, C. (2004). *A passion for teaching*. London: Routledge-Falmer.
- Day, D. V. (2000). Leadership development: A review in context. *The Leadership Quarterly*, 11(4), 581–613. Retrieved from: [https://doi.org/10.1016/S1048-9843\(00\)00061-8](https://doi.org/10.1016/S1048-9843(00)00061-8)
- Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25(1), 63–82. Retrieved from: <https://doi.org/10.1016/j.leaqua.2013.11.004>
- De Bruyn, N., & Mestry, R. (2020). Voices of resilience: Female school principals, leadership skills, and decision-making techniques. *South African Journal of Education*, 40(3), 1–9. Retrieved from: <https://doi:10.15700/saje.v40n3a1757>
- De Villiers, E., & Pretorius, S. G. (2011). Democracy in schools: Are educators ready for teacher leadership? *South African Journal of Education*, 31(4), 574–589. Retrieved from: <https://doi:10.15700/saje.v31n4a453>
- De Vos, A. S (2010). Qualitative data analysis and interpretation. In A. S. De Vos, H. Strydom, C. B. Fouche, & C. S. L. Delpont (Eds.), *Research at grass roots: For the social sciences and human service professions* (3rd ed., pp. 333–348). Pretoria: Van Schaik Publishers.
- Denzin, N. K., & Lincoln, Y. S. (2011). *The SAGE handbook of qualitative research*. Thousand Oaks: SAGE Publications.

- Department of Education. (1996). *Changing management to manage change in education: Report of the task team on education management development*. Pretoria: Government Printers. Retrieved from: <https://edulibpretoria.files.wordpress.com/2008/01/changing-management.pdf>
- Department of Education. (2003). Personnel Administrative Measures. GN 267 of 2003. Pretoria: Government Printers. Retrieved from: <https://www.education.gov.za/Portals/0/Documents/Publications/PAM%20.pdf?ver=2014>
- Derrington, M. L., & Angelle, P. S. (2013). Teacher leadership and collective efficacy: Connections and links. *International Journal of Teacher Leadership*, 4(1), 1–13. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1137394.pdf>
- Donaldson, G. (2006). *Cultivating leadership in schools: Connecting people, purpose, and practice*. New York: Teachers College Press.
- Donohoo, J., Hattie, J., & Eells, R. (2018). The power of collective efficacy. *Educational Leadership*, 75(6), 41–44. Retrieved from: https://www.researchgate.net/publication/328267721_The_power_of_collective_efficacy
- Dove, M., & Honingsfeld, A. (2010). ESL co-teaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. *TESOL Journal*, 1(1), 3–22. Retrieved from: <https://doi:10.5054/TJ.2010.214879>
- Du Plessis, A., & Eberlein, E. (2018). The role of heads of department in the professional development of educators: A distributed leadership perspective. *Africa Education Review*, 15(1), 1–19. Retrieved from: <https://doi:10.1080/18146627.2016.1224583>
- Du Plessis, P. (2014). Problems and complexities in rural schools: Challenges of education and social development. *Mediterranean Journal of Social Sciences*, 1(20), 1109–1117. Retrieved from: <https://doi:10.5901/mjss.2014.v5n20p1109>
- DuBrin, A. J. (1995). *Leadership: Research findings, practice, and skills*. Boston: Houghton Mifflin.
- DuFour R., DuFour, R., & Eaker, R. (2008). *Revisiting professional learning communities at work*. Bloomington, IN: Solution Tree.
- DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016). *Learning by doing: A handbook for professional learning communities at work* (3rd ed.). Bloomington, IN: Solution Tree.

- Durrheim, K., & Wassenaar, D. (2004). Putting design into practice: Writing and evaluating research proposals. In M. TerreBlanche, & K. Durrheim (Eds.), *Research in practice: Applied methods for the social sciences* (pp. 30–45). Cape Town: University of Cape Town.
- Duval, J. P. (2017). *Teacher leadership in the context of international schools: The key attributes and development of teacher leaders* (Unpublished Doctoral thesis). Lehigh University, United States of America.
- Eisenhart, M. (1991). *Conceptual frameworks for research circa 1991: Ideas from a cultural anthropologist; implications for mathematics education researchers*. Proceedings of the Thirteenth Annual Meeting of the North American Chapter of the International Group for the psychology of Mathematics Education. Retrieved from: https://nepc.colorado.edu/sites/default/files/Eisenhart_ConceptualFrameworksforResearch.pdf
- Engeström, Y. (1999). Expansive visibilization of work: An activity-theoretical perspective. *Computer Supported Cooperative Work (CSCW)*, 8(1), 63–93. Retrieved from: <https://doi:10.1023/A:1008648532192>
- Erdel, D., & Takkaç, M. (2020). Teacher leadership inside the classroom: Implications for effective language teaching. *International Journal of Curriculum and Instruction*, 12, 467–500. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1245294.pdf>
- Evans, L. (2014). Leadership for professional development and learning: Enhancing our understanding of how teachers develop. *Cambridge Journal of Education*, 44(2), 179–198. Retrieved from: <https://doi.org/10.1080/0305764X.2013.860083>
- Fabelico, F., & Afalla, B. (2020). Perseverance and passion in the teaching profession: Teachers' grit, self-efficacy, burnout, and performance. *Journal of Critical Reviews*, 7(11), 108–118. Retrieved from: <https://doi:10.31838/jcr.07.11.17>
- Fairman, J. C., & Mackenzie, S. V. (2012). Spheres of teacher leadership action for learning. *Professional Development in Education*, 38(2), 229–246. Retrieved from: <https://doi.org/10.1080/19415257.2012.657865>
- Fairman, J. C., & Mackenzie, S. V. (2015). How teacher leaders influence others and understand their leadership. *International Journal of Leadership in Education*, 18(1), 61–87. Retrieved from: <https://doi.org/10.1080/13603124.2014.904002>

- Fang, X. (2021). Exploring effective measures for improving teacher leadership in junior high schools in China. *International Journal of New Development in Education*, 3(1), 16–23. Retrieved from: <https://doi:10.25236/IJNDE.2021.030104>
- Farrell, T. S. (2015). *Reflective language teaching: From research to practice*. New York: Bloomsbury Publishing.
- Fitzgerald, T., & Gunter, H. M. (2008). Contesting the orthodoxy of teacher leadership. *International Journal of Leadership in Education*, 11(4), 331–340. Retrieved from: <https://doi.org/10.1080/13603120802317883>
- Flick, U. (Ed.) (2017). *The Sage handbook of qualitative data collection*. London: SAGE Publications.
- Flores, M. A. (2018). Teacher leadership as a key element for enhancing teacher professional development. *Form@re: Open Journal per la Formazione in Rete*, 18(2), 23–32. Retrieved from: <https://doi.org/10.13128/formare-23365>
- Forde, C., & Dickson, B. (2017). The place of leadership development for change agency in teacher education curricula for diversity. In L. Florian, & N. Pantić (Eds.), *Teacher education for the changing demographics of schooling, inclusive learning and educational equity* (pp. 83–99). Glasgow, UK: Springer International Publishing.
- Forde, R. D. (2010). *Minds and hearts: Exploring the teacher's role as leader of pupils in a class*. (Unpublished Doctoral thesis). University of KwaZulu-Natal, South Africa.
- Frost, D. (2010). Teacher leadership and educational innovation. *Zbornik Instituta za Pedagogika Istrazivanja*, 42(2), 201–216. Retrieved from: <https://doi.org/10.2298/ZIPI1002201F>
- Frost, D. (2012). From professional development to system change: Teacher leadership and innovation. *Professional Development in Education*, 38(2), 205–227. Retrieved from: <https://doi:10.1080/19415257.2012.657861>
- Frost, D., & Harris, A. (2003). Teacher leadership: Towards a research agenda. *Cambridge Journal of Education*, 33(3), 479–498. <https://doi.org/10.1080/0305764032000122078>
- Fullan, M. (1994). Teacher leadership: A failure to conceptualize. In D. R. Walling (Ed.), *Teachers as leaders* (pp. 241–253). Bloomington, IN: Phi Delta Kappa Educational Foundation.

- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey Bass.
- Fullan, M. (2009). Leadership development: The larger context. *Educational Leadership*, 67(2), 45–49. Retrieved from: <https://www.ascd.org/el/articles/leadership-development-the-larger-context>
- Furtado, L., & Anderson, D. (2012). The reflective teacher leader: An action research model. *Journal of School Leadership*, 22(3), 531–568. Retrieved from: <https://doi.org/10.1177/105268461202200305>
- Fusch, P. I., & Ness, L. R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*, 20(9), 1408–1416. Retrieved from: <https://doi.org/10.46743/2160-3715/2015.2281>
- Gabriel, J. G. (2005). *How to thrive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Garvin, M. (2020). *Professional learning communities in an elementary school: teacher perceptions, implementation, and impacts*. (Unpublished Doctoral Thesis). West Chester University of Pennsylvania, United States of America.
- Ghamrawi, N. (2013). Teachers helping teachers: A professional development model that promotes teacher leadership. *International Education Studies*, 6(4), 171–182. Retrieved from: <https://doi:10.5539/ies.v6n4p171>
- Gilles, C., Wang, Y., Fish, J., & Stegall, J. (2018). “I learned by watching my mentor.” Nurturing teacher leadership with an induction program. *Mentoring & Tutoring: Partnership in Learning*, 26(4), 455–475. Retrieved from: <https://doi.org/10.1080/13611267.2018.1530174>
- Gimbel, P. A., & Leana, L. (2013). *Healthy schools: The hidden component of teaching and learning*. Lanham, MD: Rowman and Littlefield Education.
- Godwin-Jones, R. (2015). The evolving roles of language teachers: Trained coders, local researchers, global citizens. *Language Learning & Technology*, 19(1), 10–22. Retrieved from: <http://llt.msu.edu/issues/february2015/emerging.pdf>
- Goodson, I., & Sikes, P. J. (2001). *Life history research in educational settings: Learning from lives*. Buckingham: Open University Press.

- Grant, C. (2005). Teacher leadership: Gendered responses and interpretations. *Agenda*, 19(65), 44–57. Retrieved from: <https://doi.org/10.1080/10130950.2005.9674620>
- Grant, C. (2006). Emerging voices on teacher leadership: Some South African views. *Educational Management Administration & Leadership*, 34(4), 511–532. Retrieved from: <https://doi.org/10.1177/1741143206068215>
- Grant, C. (2008). ‘We did not put our pieces together’: Exploring a professional development initiative through a distributed leadership lens. *Journal of Education*, 44(1), 85–107.
- Grant, C. (2012). Daring to lead: The possibility of teacher leadership in KwaZulu-Natal schools. In V. Chikoko, & K. M. Jorgensen (Eds.), *Educational leadership, management and governance in South Africa* (pp. 51–68). New York, NY: Nova Science Publishers.
- Grant, C. (2017). Distributed leadership in South Africa: Yet another passing fad or a robust theoretical tool for investigating school leadership practice? *School Leadership & Management*, 37(5), 457–475. Retrieved from: <https://doi.org/10.1080/13632434.2017.1360856>
- Grant, C. (2019). Excavating the South African teacher leadership archive: Surfacing the absences and re-imagining the future. *Educational Management Administration & Leadership*, 47(1), 37–55. Retrieved from: <https://doi.org/10.1177/1741143217717274>
- Grant, C., & Osanloo, A. (2014). Understanding, selecting, and integrating a theoretical framework in dissertation research: Creating the blueprint for your “house”. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(2), 12–26. Retrieved from: <https://doi.org/10.5929/2014.4.2.9>
- Grant, C., & Singh, H. (2009). Passing the buck: This is not teacher leadership! *Perspectives in Education*, 27(3), 289–301. Retrieved from: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.569.9532&rep=rep1&type=pdf>
- Grant, C., Gardner, K., Kajee, F., Moodley, R., & Somaroo, S. (2010). Teacher leadership: A survey analysis of KwaZulu-Natal teachers' perceptions. *South African Journal of Education*, 30(3), 401–419. Retrieved from: <https://doi.org/10.4314/saje.v30i3.60035>
- Greeff, M. (2011). Information collection: Interviewing. In A. S. De Vos, C. S. L. Delport, C. B. Fouché, & H. Strydom (Eds.), *Research at grass roots: A primer for the social science and human professions* (pp. 341–375). Pretoria: Van Schaik Publishers.

- Green, S., Grant, A. M., & Rynsaardt, J. (2007). Evidence-based life coaching for senior high school students: Building hardiness and hope. *International Coaching Psychology Review*, 2(1), 24–32.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- Greenleaf, R. K. (1996). *On becoming a servant leader*. San Francisco: Jossey-Bass.
- Greenleaf, R. K. (1998). *The power of servant-leadership*. San Francisco: Berrett-Koehler.
- Greenleaf, R. K. (2003). *The servant-leader within: A transformative path*. New York: Paulist Press.
- Greenleaf, R. K. (2007). The servant as leader. In W. C. Zimmerli, K. Richter, & M. Holzinger, (Eds.), *Corporate ethics and corporate governance* (pp. 79–85). Berlin: Springer.
- Greenleaf, R. K. (2008). *The servant as leader*. Westfield, IN: Greenleaf Center for Servant Leadership.
- Gronn, P. (2000). Distributed properties: A new architecture for leadership. *Educational Management & Administration*, 28(3), 317–338. Retrieved from: <https://doi.org/10.1177/0263211X000283006>
- Guba, E., & Lincoln, Y. (1994). Competing paradigms in qualitative research. In N. Denzin, & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp.105–117). Thousand Oaks, CA: SAGE Publications.
- Gul, T., Demir, K., & Criswell, B. (2019). Constructing teacher leadership through mentoring: Functionality of mentoring practices in evolving teacher leadership. *Journal of Science Teacher Education*, 30(3), 209–228. Retrieved from: <https://doi.org/10.1080/1046560X.2018.1558655>
- Gunkel, K. H. (2010). *Visionary teacher leadership: A case study of three teacher leaders in a semi-urban primary school*. (Unpublished Master's thesis). University of KwaZulu-Natal, South Africa.
- Hairon, S., Goh, J. W. P., & Chua, C. S. K. (2015). Teacher leadership enactment in professional learning community contexts: Towards a better understanding of the phenomenon. *School Leadership & Management*, 35(2), 163–182. Retrieved from: <https://doi.org/10.1080/13632434.2014.992776>

- Hallinger, P. (2017). Surfacing a hidden literature: A systematic review of research on educational leadership and management in Africa. *Educational Management Administration & Leadership*, 46(3), 362–384. Retrieved from: <https://doi.org/10.1177/1741143217694895>
- Hallinger, P., & Heck, R. H. (2010). Leadership for learning: Does collaborative leadership make a difference in student learning? *Educational Management, Administration and Leadership*, 38(6), 654–678. Retrieved from: <https://doi.org/10.1177/1741143210379060>
- Hallinger, P., & Heck, R. H. (2011). Collaborative leadership and school improvement: Understanding the impact on school capacity and student learning. In T. Townsend, & J. MacBeath (Eds.), *International handbook of leadership for learning* (pp. 469–485). Springer, Dordrecht
- Harding, S. G. (Ed.) (1987). *Feminism and methodology: Social science issues*. Bloomington: Indiana University Press.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.
- Harrell, M. C., & Bradley, M. A. (2009) *Data collection methods: Semi-structured interview and focus groups*. Santa Monica: RAND National Defense Research Institute.
- Harris, A. (2003). Teacher leadership as distributed leadership: heresy, fantasy or possibility? *School Leadership & Management*, 23(3), 313–324.
- Harris, A. (2005). Distributed leadership. In B. Davies (Ed.), *The essentials of school leadership* (pp. 160–172). Thousand Oaks, CA: Corwin Press.
- Harris, A. (2007). Distributed leadership: Conceptual confusion and empirical reticence. *International Journal of Leadership in Education*, 10(3), 315–325. Retrieved from: <https://doi.org/10.1080/13603120701257313>
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172–188. Retrieved from: <https://doi:10.1108/09578230810863253>
- Harris, A. (2011). Distributed leadership: Implications for the role of the principal. *The Journal of Management Development*, 31(1), 7–17. Retrieved from: <https://doi:10.1108/02621711211190961>

- Harris, A., & DeFlaminis, J. (2016). Distributed leadership in practice: Evidence, misconceptions and possibilities. *Management in Education*, 30(4), 141–146. Retrieved from: <https://doi.org/10.1177/0892020616656734>
- Harris, A., & Jones, M. (2019). Teacher leadership and educational change. *School Leadership and Management*, 39(2), 123–126. Retrieved from: <https://doi.org/10.1080/13632434.2019.1574964>
- Harris, A., & Lambert, L. (2003). *Building leadership capacity for school improvement*. Buckingham: Open University Press.
- Harris, A., & Muijs, D. (2003). *Teacher leadership: Principles and practice*. Nottingham: National College for School Leadership.
- Harris, A., & Spillane, J. (2008). Distributed leadership through the looking glass. *Journal of Educational Administration*, 22(1), 31–34. Retrieved from: <https://doi.org/10.1177/0892020607085623>
- Harris, L. S., & Kuhnert, K. W. (2008). Looking through the lens of leadership: A constructive developmental approach. *Leadership & Organization Development Journal*, 29(1), 47–67. Retrieved from: <https://doi.org/10.1108/01437730810845298>
- Harrison, C., & Killion, J. (2007). Ten roles for teacher leaders. *Educational Leadership*, 65(1), 74–77. Retrieved from: <https://www.ascd.org/el/articles/ten-roles-for-teacher-leaders>
- Harrison, J. W., & Lembeck, E. (1996). Emergent teacher leaders. In G. Moller, & M. Katzenmeyer (Eds.), *Every teacher is a leader: Realizing the potential of teacher leadership* (pp. 101–116). San Francisco: Jossey-Bass.
- Hauserman, C., & Stick, S. L. (2014). The leadership teachers want from principals — transformational. *Canadian Journal of Education/Revue Canadienne De l'éducation*, 36(3), 184–203. Retrieved from: <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/963>
- Heck, R. H., & Hallinger, P. (2009). Assessing the contribution of distributed leadership to school improvement and growth in math achievement. *American Educational Research Journal*, 46(3), 659–689. Retrieved from: <https://doi.org/10.3102/0002831209340042>
- Heckathorn, D. D. (1997). Respondent driven sampling: A new approach to the study of hidden populations. *Social Problems*, 44(2), 174–199. Retrieved from: <https://doi.org/10.2307/3096941>

- Heitin, L. (2012). Teachers' satisfaction with jobs plummets, new survey reveals. *Education Week Bethesda*, 31(24), 6.
- Helterbran, V. R. (2010). Teacher leadership: Overcoming 'I am just a teacher' syndrome. *Education*, 131(2), 363–372. Retrieved from: <https://www.thefreelibrary.com/Teacher+leadership%3A+overcoming+%27I+am+just+a+teacher%27+syndrome.-a0251534611>
- Henning, E., Van Rensburg, W., & Smit, B. (2005). *Finding your way in qualitative research*. Pretoria: Van Schaik Publishers.
- Hennink, M., Hutter, I., Bailey, A. (2011). *Qualitative research methods*. London: SAGE Publications.
- Higham, R., Hopkins, D., & Matthews, P. (2009). *System leadership in practice*. Maidenhead: McGraw-Hill Education.
- Ho, J., & Ng, D. (2017). Tensions in distributed leadership. *Educational Administration Quarterly*, 53(2), 224–254. Retrieved from: <https://doi.org/10.1177/0013161X16681630>
- Holstein, J. A., & Gubrium, J. F. (2016). Narrative practice and the active interview. In D. Silverman (Ed.), *Qualitative research* (pp. 67–82). London: SAGE Publications.
- Hord, S. M. (1997). *Professional learning communities: Communities of continuous inquiry and improvement*. Austin, Texas: Southwest Educational Development Laboratory.
- Huang, T. (2016). Linking the private and public: Teacher leadership and teacher education in the reflexive modernity. *European Journal of Teacher Education*, 39(2), 222–237. Retrieved from: <https://doi.org/10.1080/02619768.2015.1116512>
- Huggins, K. S., Lesseig, K., & Rhodes, H. (2017). Rethinking teacher leader development: A study of early career mathematics teachers. *International Journal of Teacher Leadership*, 8(2), 28–48. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1169799.pdf>
- Hulpia, H., Devos, G., Rosseel, Y., & Vlerick, P. (2012). Dimensions of distributed leadership and the impact on teachers' organizational commitment: A study in secondary education. *Journal of Applied Social Psychology*, 42(7), 1745–1784. Retrieved from: <https://doi.org/10.1111/j.1559-1816.2012.00917.x>

- Hunzicker, J. (2013). Attitude has a lot to do with it: Dispositions of emerging teacher leadership. *Teacher Development*, 17(4), 538–561. Retrieved from: <https://doi.org/10.1080/13664530.2013.849614>
- Hunzicker, J. (2017). From teacher to teacher leader: A conceptual model. *International Journal of Teacher Leadership*, 8(2), 1–27. Retrieved from: <https://doi:10.1504/IJMIE.2020.10026566>
- Hynes, J. L., & Summers, P. F. (1990). *The Southeastern Teacher Leadership Center: A program for the development of teacher leaders*. Paper presented at the Annual National Conference of the National Council of States on In-service Education (Orlando, FL, November 16–20, 1990).
- Ibrahim, F. A., Ahmed, B., Ismail, R. B., Ismail, H. B, Nordin, M. N. B (2021). Resource elements in the construct of special education teacher workload in Malaysia. *Turkish Journal of Computer and Mathematics Education*, 12(11), 5289–5293. Retrieved from: <https://turcomat.org/index.php/turkbilmat/article/view/6751/5566>
- Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks? *Journal of Social Sciences*, 38(2), 185–195. Retrieved from: <https://doi.org/10.1080/09718923.2014.11893249>
- Ingersoll, R. M., Sirinides, P., & Dougherty, P. (2018). Leadership matters: Teachers' roles in school decision making and school performance. *American Educator*, 42(1), 13–39. Retrieved from: https://www.aft.org/sites/default/files/ae_spring2018_ingersoll.pdf
- Işık, A. N. (2020). Ethical leadership and school effectiveness: The mediating roles of affective commitment and job satisfaction. *International Journal of Educational Leadership and Management*, 8(1), 60–87. Retrieved from: <http://dx.doi.org/10.17583/ijelm.2020.4114>
- Iwu, C. G., Ezeuduji, I. O., Iwu, I. C., Ikebuaku, K., & Tengeh, R. K. (2018). Achieving quality education by understanding teacher job satisfaction determinants. *Social Sciences*, 7(2), 25. Retrieved from: <https://doi.org/10.3390/socsci7020025>
- Iwu, C. G., Gwija, S. A., Benedict, O. H., & Tengeh, R. (2013). Teacher job satisfaction and learner performance in South Africa. *Journal of Economics and Behavioral Studies*, 5(12), 838–850. Retrieved from: <http://digitalknowledge.cput.ac.za/handle/11189/1498>

- Jacobs, M. (2016). Teacher leadership and curriculum studies: A course profile. *Journal for the Liberal Arts and Sciences*, 21(1), 12–19. Retrieved from: https://www.oak.edu/wp-content/uploads/2021/06/JLAS_FA16.pdf
- Jacques, C., Weber, G., Bosso, D., Olson, D., & Bassett, K. (2016). *Great to influential: Teacher leaders' roles in supporting instruction*. Washington DC: Center on Great Teachers and Leaders, American Institutes for Research.
- Jasson, A. E. O. (2010). *'It's about normal teachers like me': A case study of three teacher leaders in an urban primary school*. (Unpublished Master's thesis). University of KwaZulu-Natal, South Africa.
- Johns, L. A., & Sosibo, Z. C. (2019). Constraints in the implementation of continuing professional teacher development policy in the Western Cape. *South African Journal of Higher Education*, 33(5), 130–145. Retrieved from: <https://doi.org/10.20853/33-5-3589>
- Johnson, R. B. & Christensen, L. (2017). *Educational research: Quantitative, qualitative and mixed approaches* (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Jurgilė, V., Ponomarenko, T., Kaminskienė, L., & Žydžiūnaitė, V. (2020). Exploring the literature on concepts of teacher leadership and teacher-leader: Is there a difference? In *Proceedings of the International Scientific Conference, Volume III* (May 22–23, 2020)
- Karacabey, M. F. (2020). Perceptions of school administrators on their contributions to teacher professional development. *Journal of Theoretical Educational Science*, 13(1), 78–90. Retrieved from: <http://dx.doi.org/10.30831/akukeg.541053>
- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant. Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Katzenmeyer, M., & Moller, G. (2011). Understanding teacher leadership. In E.B. Hilty (Ed.), *Teacher leadership: The "new" foundations of teacher education* (pp. 5–21). New York: Lang Publishing.
- Kelly, K. (2006). From encounter to text: Collecting data in qualitative research. In M. Terre-Blanche, K. Durrheim, & D. Painter (Eds.), *Research in practice: Applied methods for social sciences* (2nd ed.), (pp. 285–319). Cape Town: University of Cape Town.
- Kho, F. C. Y., Yusof, H., & Syed Mohamad, S. I. (2015). *The power of leadership for learning: Developing niche-Malaysian Teachers' leadership competency model*. Paper presented

- at the International Conference on Accounting Studies. (Johor Bahru, Malaysia, August 17–20, 2015).
- Kilinc, A. Ç. (2014). Examining the relationship between teacher leadership and school climate. *Educational Sciences: Theory and Practice*, 14(5), 1729–1742. Retrieved from: <https://doi:10.12738/estp.2014.5.2159>
- Kilinc, A. Ç., Cemaloğlu, N., & Savaş, G. (2015). The relationship between teacher leadership, teacher professionalism, and perceived stress. *Eurasian Journal of Educational Research*, 58, 1–26. Retrieved from: <http://dx.doi.org/10.14689/ejer.2015.58.5>
- Killion, J., & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches*. Ohio: Learning Forward.
- King, N., Horrocks, C., & Brooks, J. (2018). *Interviews in qualitative research*. London: SAGE Publications.
- Kirori, M., & Dickinson, D. (2020). Not a panacea, but vital for improvement? Leadership development programmes in South African schools. *South African Journal of Education*, 40(1), 1–11. Retrieved from: <http://dx.doi.org/10.15700/saje.v40n1a1625>
- Knapp, M. C. (2017). An autoethnography of a (reluctant) teacher leader. *The Journal of Mathematical Behavior*, 46, 251–266. Retrieved from: <https://doi:10.1016/j.jmathb.2017.02.004>
- Kocko, B. A., & Wells, C. M. (2015). Workload pressures of principals: A focus on renewal, support, and mindfulness. *NASSP Bulletin*. 99(4), 332–355. Retrieved from: <https://doi:10.1177/0192636515619727>
- Kotter, J. P. (2001). What leaders really do. *Harvard Business Review*, 79(11), 85–96. Retrieved from: <https://enterpriseproject.com/sites/default/files/What%20Leaders%20Really%20Do.pdf>
- Kraft, M. A., & Falken, G. T. (2020). Why school climate matters for teachers and students. *State Education Standard*, 20(2), 33–35. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1257758.pdf>
- Krauss, S. E. (2005). Research paradigms and meaning making: A primer. *The Qualitative Report*, 10(4), 758–770. Retrieved from: <http://www.nova.edu/ssss/QR/QR10-4/krauss.pdf>

- Kumle, J., & Kelly, N. J. (2000). Leadership vs. management. *Supervision*, 61(4), 8–10.
- Lambert, L. (2003a). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lambert, L. (2003b). Leadership redefined: An evocative context for teacher leadership. *School Leadership & Management*, 23(4), 421–430. Retrieved from: <https://doi:10.1080/136324303 2000150953>
- Laub, J. A. (1999). *Assessing the servant organization development of the servant organizational leadership assessment (SOLA) instrument*. (Unpublished Doctoral thesis). Florida Atlantic University, United States of America.
- Laurila, J. (1997) Promoting research access and informant rapport in corporate settings: Notes from research on a crises company. *Scandinavian Journal of Management*, 13(4), 407–418. Retrieved from: [https://doi:10.1016/S0956-5221\(97\)00026-2](https://doi:10.1016/S0956-5221(97)00026-2)
- Lavy, S., & Naama-Ghanayim, E. (2020). Why care about caring? Linking teachers' caring and sense of meaning at work with students' self-esteem, well-being, and school engagement. *Teaching and Teacher Education*, 91, Article 103046. Retrieved from: <https://doi.org/10.1016/j.tate.2020.103046>
- Le Fevre, D. M., & Robinson, V. M. (2014). The interpersonal challenges of instructional leadership principals' effectiveness in conversations about performance issues. *Educational Administration Quarterly*, 51(1), 58–95. Retrieved from: <https://doi.org/10.1177/0013161X13518218>
- Leech, B. L. (2002). Asking questions: Techniques for semistructured interviews. *PS: Political Science & Politics*, 35, 665–668.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research. Planning and design* (8th ed.). New York, NY: Pearson.
- Leigh, J. (2013). *What are qualitative instruments?* New York: Conjecture Corporation.
- Leithwood, K., Louis, K. S., Wahlstrom, K., Anderson, S., Mascall, B., & Gordon, M. (2010). How successful leadership influences student learning: The second installment of a longer story. In A. Hargreaves, A. Lieberman, M. Fullan, & D. Hopkins (Eds.), *Second international handbook of educational change* (pp. 611–629). Dordrecht: Springer.

- Leithwood, K. A., & Jantzi, D. (2012). Collective leadership: The reality of leadership distribution within the school community. In K. A. Leithwood, & K. Seashore-Louis (Eds.), *Linking leadership to student learning* (pp. 11–24). San Francisco, CA: Jossey-Bass.
- Leithwood, K. A., Mascal, B., Strauss, T., Sacks, R., Memon, N., & Yashkina, A. (2007). Distributing leadership to make schools smarter: Taking the ego out of the system. *Leadership and Policy in Schools*, 6(1), 37–67. Retrieved from: <https://doi.org/10.1080/15700760601091267>
- Levenson, M. R. (2014). *Pathways to teacher leadership: Emerging models, changing roles*. Cambridge, MA: Harvard Education Press.
- Levitt, T. (1976). Management and the post-industrial society. *Public Interest*, 44, 69–103. Retrieved from: https://www.nationalaffairs.com/public_interest/detail/management-and-the-post-industrial-society
- Lieberman, A., & Friedrich, L. (2007). *Changing teaching from within: Teachers as leaders*. Presented to the American Educational Research Association Annual Meeting (April 9–13, 2007). Chicago, IL.
- Liljenberg, M. (2016). Teacher leadership modes and practices in a Swedish context—a case study. *School Leadership & Management*, 36(1), 21–40. Retrieved from: <https://doi.org/10.1080/13632434.2016.1160209>
- Lin, W., Lee, M., & Riordan, G. (2018). The role of teacher leadership in professional learning community (PLC) in International Baccalaureate (IB) schools: A social network approach. *Peabody Journal of Education*, 93(5), 534–550. Retrieved from: <https://doi:10.1080/0161956X.2018.1515833>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE Publications.
- Lincoln, Y. S., & Guba, E. G. (2013). *The constructivist credo*. New York: Routledge.
- Lindegger, G. (1999). Research methods in clinical research. In M. Terre-Blanche, & K. Durrheim (Eds.). *Research in practice: Applied methods for the social sciences* (pp. 251–268). Cape Town: University of Cape Town.
- Little, J. W. (1995). Contested ground: The basis of teacher leadership in two restructuring high schools. *The Elementary School Journal*, 96(1), 47–63.

- Liu, Y. (2016). *How leadership is distributed and how it is associated with teaching quality? A cross-country study with the TALIS 2013*. (Unpublished Doctoral thesis). Michigan State University, United States of America.
- Liu, Y. (2021). Contextual influence on formal and informal teacher leadership. *International Journal of Educational Research Open*, 2(2), 100028. Retrieved from: <https://doi:10.1016/j.ijedro.2020.100028>
- Liu, Y., & Printy, S. M. (2017). *Open the black box of distributed leadership*. Paper presented at the American Educational Research Association Annual Meeting, San Antonio (27 April – 1 May). Texas, United States of America.
- Liu, Y., & Werblow, J. (2019). The operation of distributed leadership and the relationship with organizational commitment and job satisfaction of principals and teachers: A multi-level model and meta-analysis using the 2013 TALIS data. *International Journal of Educational Research*, 96, 41–55. Retrieved from: <https://doi.org/10.1016/j.ijer.2019.05.005>
- Long, D. (2012). Theories and models of student development. In L. J. Hinchliffe & M. A. Wong (Eds.), *Environments for student growth and development: Librarians and student affairs in collaboration* (pp. 41–55). Chicago: Association of College & Research Libraries
- Lovett, S., Dempster, N., & Flückiger, B. (2015). Personal agency in leadership learning using an Australian heuristic. *Professional Development in Education*, 41(1), 127–143. Retrieved from: <https://doi.org/10.1080/19415257.2014.891532>
- Lucas, M., Nelson, J., & Sims, D. (2020). *Schools' responses to Covid-19: Pupil engagement in remote learning*. Berkshire: National Foundation for Educational Research.
- Lumpkin, A., Claxton, H., & Wilson, A. (2016). Key characteristics of teacher leaders in schools. *Administrative Issues Journal: Connecting Education, Practice, and Research*, 4(2), 50–67. Retrieved from: <https://doi.org/10.5929/2014.4.2.8>
- Lunenburg, F. C. (2011). Leadership versus management: A key distinction—at least in theory. *International Journal of Management, Business, and Administration*, 14(1), 1–4.
- Maccoby, M. (2000). Understanding the difference between management and leadership. *Research Technology Management*, 43(1), 57–59. Retrieved from: <https://doi.org/10.1080/08956308.2000.11671333>

- Majid, F. A. (2008). The use of reflective journals in outcome-based education during the teaching practicum. *Malaysian Journal of ELT Research*, 4(1), 32–42. Retrieved from: <http://journals.melta.org.my/index.php/majer/article/download/200/110>
- Majid, F. A. (2016). The use of reflective journals in outcome-based education during the teaching practicum. *Malaysian Journal of ELT Research*, 4(1), 32–42. Retrieved from: https://www.melta.org.my/journals/MAJER/downloads/majer04_01_03.pdf
- Makoelle, T. M., & Makhalemele, T. (2020). Teacher leadership in South African schools. *International Journal of Management in Education*, 14(3), 293–310. Retrieved from: <https://doi:10.1504/IJMIE.2020.10026566>
- Malik, Y. (2016). *A follower-centric study of women leadership in one secondary school: Teachers' perspectives*. (Unpublished Master's thesis). University of KwaZulu-Natal, South Africa.
- Mamabolo, A. (2020). The influence of school principals as potential entrepreneurial leaders on the emergence of entrepreneurial activities for school funding. *South African Journal of Education*, 40(4), 1–15. Retrieved from: <http://dx.doi.org/10.15700/saje.v40n4a2040>
- Mangin, M. M. (2007). Facilitating elementary principals' support for instructional teacher leadership. *Educational Administration Quarterly*, 43(3), 319–357. Retrieved from: <https://doi:10.1177/0013161X07299438>
- Mansfield, C., & Beltman, S. (2019). Promoting resilience for teachers: Pre-service and in-service professional learning. *Australian Educational Researcher*, 46(4), 583–588. Retrieved from: <https://doi.org/10.1007/s13384-019-00347-x>
- Maphosa, C., & Shumba, A. (2010). Educators' disciplinary capabilities after the banning of corporal punishment in South African schools. *South African Journal of Education*, 30(3), 387–399. Retrieved from: <https://doi:10.15700/saje.v30n3a361>
- Maree, K. (2010). *First steps in research* (Revised ed.). Pretoria: Van Schaik.
- Margolis, J. (2012). Hybrid teacher leaders and the new professional development ecology. *Professional Development in Education*, 38(2), 291–315. Retrieved from: <https://doi.org/10.1080/19415257.2012.657874>
- Margolis, J., & Huggins, K. S. (2012). Distributed but undefined: New teacher leader roles to change schools. *Journal of School Leadership*, 22(5), 953–981. Retrieved from: <https://doi.org/10.1177/105268461202200506>

- Marks, H. M., & Printy, S. M. (2003). Principal leadership and school performance: An integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39(3), 370–397. Retrieved from: <https://doi.org/10.1177/0013161X03253412>
- Marshall, C., & Rossman, G. B. (1999). *Designing qualitative research*. Thousand Oaks, CA: SAGE Publications.
- Martin, J. M. (2018). *Unlocking the potential for every teacher to lead: A phenomenological study of informal teacher leadership* (Unpublished Doctoral thesis) Lesley University, United States of America.
- Matsebele, S. P. (2020). *The effect of national education policies on learner discipline and academic performance of schools in the Tshwane South district: A focus on school discipline policy* (Unpublished Doctoral dissertation). University of South Africa, South Africa.
- McCann, J., & Sparks, B. (2018). The relationship of servant leadership in the classroom and student perceptions of university quality of instruction. *Archives of Business Research*, 6(6), 119–133. Retrieved from: <https://doi:10.14738/abr.66.4167>
- McMahon, S. D., Reaves, S., McConnell, E. A., Peist, E., Ruiz, L., APA Task Force on Classroom Violence Directed Against Teachers, ... & Brown, V. (2017). The ecology of teachers' experiences with violence and lack of administrative support. *American Journal of Community Psychology*, 60(3–4), 502–515. Retrieved from: <https://doi:10.1002/ajcp.12202>
- McMillan J. H., & Schumacher, S. (2010). *Research in education: Evidence based inquiry*. Upper Saddle River, NJ: Pearson Publishing.
- McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence based inquiry* (7th ed.). Upper Saddle River, NJ: Pearson Publishing.
- Meindl, J. R. (1995). The romance of leadership as a follower-centric theory: A social constructionist approach. *The Leadership Quarterly*, 6(3), 329–341. Retrieved from: [https://doi.org/10.1016/1048-9843\(95\)90012-8](https://doi.org/10.1016/1048-9843(95)90012-8)
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.

- Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Mertens, D. M. (2014). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. Thousand Oaks, CA: SAGE Publications.
- Mestry, R. (2017). Empowering principals to lead and manage public schools effectively in the 21st century. *South African Journal of Education*, 37(1), 1–11. Retrieved from: <https://doi:10.15700/saje.v37n1a1334>
- Middlewood, D. (2010). Managing people and performance. In T. Bush, L. Bell & D. Middlewood (Eds.), *The principles of educational leadership and management*. (2nd ed., pp.132–150). London: SAGE Publications.
- Mihelic, K. K., Lipicnik, B. L., & Tekavcic, C. M. (2010). Ethical leadership. *International Journal of Management and Information Systems*, 14(5) 31–41. Retrieved from: <https://doi.org/10.19030/ijmis.v14i5.11>
- Miles, M. B., & Huberman, A. M. (2010). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: SAGE Publications.
- Miles, M. B., & Louis, K. S. (1990). Mustering the will and skill for change. *Educational Leadership*, 47(8), 57–61. Retrieved from: http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199005_miles.pdf
- Miles, M. B., Saxl, E. R., & Lieberman, A. (1988). What skills do educational “change agents” need? An empirical view. *Curriculum Inquiry*, 18(2), 157–193. Retrieved from: <https://doi.org/10.1080/03626784.1988.11076034>
- Mkhize, B. N. (2017). *Instructional leadership practices of secondary school principals in the context of multiple deprivations in Umlazi District: A multiple case study*. (Unpublished Doctoral thesis). University of KwaZulu-Natal, South Africa.
- Mokhele, M. L. (2016). Supporting teacher leaders: Principals’ views in ten selected South African schools. *Journal of Social Sciences*, 46(3), 264–270. Retrieved from: <https://doi:10.1080/09718923.2016.11893534>

- Molefe, M. B. S. (2010). *Emergent teacher leadership: A case study of three teacher leaders in a semi-urban primary school*. (Unpublished Master's thesis). University of KwaZulu-Natal, South Africa.
- Monametsi, J. J. (2015). *An analysis of the role of school management teams in teacher professional development*. (Unpublished Doctoral thesis). University of Pretoria, South Africa.
- Moonsamy, J. (2010). *A case study of three teacher leaders in a semi-urban secondary school in KwaZulu-Natal*. (Unpublished Master's thesis). University of KwaZulu-Natal, South Africa.
- Moore, T., Lapan, S., & Quartaroli, M. (2012). 'Case study research'. In S. Lapan, M. Quartaroli, & F. Riemer (Eds.), *Qualitative research: An introduction to methods and designs* (pp. 243–270). San Francisco, CA: Jossey-Bass.
- Mouton, J. (1996). *Understanding social research*. Pretoria: Van Schaik.
- Mtyuda, P. N. P., & Okeke, C. I. O. (2016). Factors associated with teachers' job dissatisfaction in schools in rural Eastern Cape Province. *Studies of Tribes and Tribals*, 14(1), 44–53. Retrieved from: <https://doi.org/10.1080/0972639X.2016.11886731>
- Murphy, S. E., & Johnson, S. K. (2011). The benefits of a long-lens approach to leader development: Understanding the seeds of leadership. *The Leadership Quarterly*, 22(3), 459–470. Retrieved from: <https://doi.org/10.1016/j.leaqua.2011.04.004>
- Murphy, T., & Brogan, J. (2008). The active professional's balancing act: Time and self-management. In C. Coombe, M. L. McCloskey, L. Stephenson, & N. J. Anderson (Eds.), *Leadership in English language teaching and learning* (pp. 79–89). Ann Arbor, MI: The University of Michigan Press.
- Murray, J. (2014). Teacher educators' constructions of professionalism: A case study. *Asia-Pacific Journal of Teacher Education* 42(1), 7–21. Retrieved from: <https://doi.org/10.1080/1359866X.2013.870971>
- Mutch, C. (2005) *Doing educational research: A practitioner's guide to getting started*. Wellington: NZCER Press.
- Myers, J. E. (2012). Professional leadership, leading well: Characteristics, principles, and ethics of effective counseling leaders. In C. Y. Chang, C. A. Barrio Minton, A. L.

- Dixon, J. E. Myers, & T. J. Sweeney (Eds.), *Professional counseling excellence through leadership and advocacy* (pp. 41–62). New York: Taylor & Francis.
- Myung, J., Loeb, S., & Horng, E. (2011). Tapping the principal pipeline: Identifying talent for future school leadership in the absence of formal succession management programs. *Educational Administration Quarterly*, 47(5), 695–727. Retrieved from: <https://doi:10.1177/0013161X11406112>
- Naicker, I., & Somdut, S. (2014). New kids on the block: Novice teachers and teacher leadership. *International Journal of Educational Sciences*, 7(3), 569–578. Retrieved from: <https://doi.org/10.1080/09751122.2014.11890218>
- Naicker, S., & Waddy, C. (2002). *Towards effective school management: Quality assurance and the developmental appraisal system. Manual 3*. Cape Town: Maskew Miller Longman.
- Nappi, J. S. (2014). The teacher leader: Improving schools by building social capital through shared leadership. *Delta Kappa Gamma Bulletin*, 80(4), 29–34. Retrieved from: <https://www.semanticscholar.org/paper/The-Teacher-Leader%3A-Improving-Schools-by-Building-Nappi/0ccc50fb493621ede74f2fbda071ff87b1db6d15>
- Neuman, W. L. (2011). *Basics of social research: Qualitative and quantitative approaches*. (3rd ed.). Harlow: Pearson Education Limited.
- Newberry, M., & Allsop, Y. (2017). Teacher attrition in the USA: The relational elements in a Utah case study. *Teachers and Teaching*, 23(8), 863–880. Retrieved from: <https://doi.org/10.1080/13540602.2017.1358705>
- Nicolaidou, I. (2012). Can process portfolios affect students' writing self-efficacy? *International Journal of Educational Research*, 56, 10–22. Retrieved from: <https://doi:10.1016/j.ijer.2012.08.002>
- Nieuwenhuis, J. (2010). 'Introducing qualitative research'. In K. Maree (Ed.). *First steps in research*. (pp. 47–68). Pretoria: Van Schaik.
- Nisbet, J., & Watt, J. (1984). Case study. In K. Bell, T. Bush, A. Fox, J. Goodey, & S. Goulding (Eds.). *Conducting small-scale investigations in educational management* (pp. 79–92). London: Harper and Row.

- Noland, A., & Richards, K. (2015). Servant teaching: An exploration of teacher servant leadership on student outcomes. *Journal of the Scholarship of Teaching and Learning*, 15(6), 16–38. Retrieved from: <https://doi:10.14434/josotl.v15i6.13928>
- Noy, C. (2008). Sampling knowledge: The hermeneutics of snowball sampling in qualitative research. *International Journal of Social Research Methodology*, 11(2), 109–118. Retrieved from: <https://doi.org/10.1080/13645570701401305>
- Núñez, I. (2015). Teacher bashing and teacher deskilling. In M. F. He, B. D. Schultz, & W. H. Schubert (Eds.), *The SAGE guide to curriculum in education*, (pp. 174–182). Thousand Oaks, CA: SAGE Publications.
- Nurkartika, R. D., & Hartini, N. (2021, February). The role of the professional learning community to develop teacher leadership. In *Proceedings of the 4th International Conference on Research of Educational Administration and Management (ICREAM 2020)* (pp. 274–277). Atlantis Press.
- Odell, S. J. (1997). Preparing teachers for teacher leadership. *Action in Teacher Education*, 19(3), 120–124. Retrieved from: <https://doi.org/10.1080/01626620.1997.10462884>
- Okumus, F., Altınay, L. & Roper, A. (2007). Gaining access for research: Reflections from experience. *Annals of Tourism Research*, 34(1), 7–26. Retrieved from: <https://doi:10.1016/j.annals.2006.07.006>
- Palmer, D. K. (2018). Supporting bilingual teachers to be leaders for social change: “I must create advocates for biliteracy.” *International Multilingual Research Journal*, 12(3), 203–216. Retrieved from: <https://doi.org/10.1080/19313152.2018.1474063>
- Pan, H. L. W., & Chen, W. Y. (2020). How principal leadership facilitates teacher learning through teacher leadership: Determining the critical path. *Educational Management Administration & Leadership*, 49(3), 1–17. Retrieved from: <https://doi.org/10.1177/1741143220913553>
- Parlar, H., Cansoy, R., & Kılınç, A. C. (2017). Examining the relationship between teachers’ individual innovativeness and professionalism. *International Education Studies*, 10(1), 1–11. Retrieved from: <https://doi:10.5539/ies.v10n8p1>
- Pathak, A., & Intrat, C. (2016). Use of semi-structured interviews to investigate teacher perceptions of student collaboration. *Malaysian Journal of ELT Research*, 8(1), 1–10.

Retrieved from: https://www.academia.edu/1944295/Use_of_Semi_Structured_Interviews_to_Investigate_Teacher_Perceptions_of_Student_Collaboration

- Perloff, R. (2004). *Managing and leading: The universal importance of, and differentiation between, two essential functions*. Talk presented at Oxford University, July 14–15.
- Peters, T. J., Carr, R., & Doldan, J. (2018). Strength found through distributed leadership. *Educational Viewpoints*, 38(1), 32–34. Retrieved from: <http://njpsa.org/documents/pdf/Viewpoints/2018/Peters.pdf>
- Pierro, A., Raven, B. H., Amato, C., & Bélanger, J. J. (2013). Bases of social power, leadership styles, and organizational commitment. *International Journal of Psychology*, 48(6), 1122–1134. Retrieved from: <https://doi.org/10.1080/00207594.2012.733398>
- Pineda-Báez, C., Bauman, C., & Andrews, D. (2019). Empowering teacher leadership: A cross-country study. *International Journal of Leadership in Education*, 23(4), 1–27. Retrieved from: <https://doi.org/10.1080/13603124.2018.1543804>
- Poekert, P., Alexandrou, A., & Shannon, D. (2016). How teachers become leaders: An internationally validated theoretical model of teacher leadership development. *Research in Post-Compulsory Education*, 21(4), 307–329. Retrieved from: <https://doi.org/10.1080/13596748.2016.1226559>
- Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, 52(2), 126–136. Retrieved from: <https://doi.org/10.1037/0022-0167.52.2.126>
- Pounder, J. S. (2006). Transformational classroom leadership: The fourth wave of teacher leadership? *Educational Management Administration & Leadership*, 34(4), 533–545. Retrieved from: <https://doi.org/10.1177/1741143206068216>
- Powles, J. M. (2016). *Teacher leaders' utilization of servant leadership and the impact on school climate* (Unpublished Doctoral thesis). College of Saint Elizabeth, United States of America.
- Qanay, G., Courtney, M., & Nam, A. (2021). Building teacher leadership capacity in schools in Kazakhstan: A mixed method study. *International Journal of Leadership in Education*, 1–27. Retrieved from: <https://doi.org/10.1080/13603124.2020.1869314>

- Rackley, R. A. (2006). *A longitudinal investigation of change in teacher efficacy and perceptions of leadership following participation in a technology integration program*. (Unpublished Doctoral thesis). Texas A&M University, United States of America.
- Rasberry, M. A., & Mahajan, G. (2008). *From isolation to collaboration: Promoting teacher leadership through PLCs*. North Carolina: Center for Teaching Quality (CTQ).
- Ratcliff, N. J., & Vescio, T. K. (2013). Benevolently bowing out: The influence of self-construals and leadership performance on the willful relinquishing of power. *Journal of Experimental Social Psychology*, 49(6), 978–983. Retrieved from: <https://doi.org/10.1016/j.jesp.2013.06.003>
- Raworth, K., Sweetman, C., Narayan, S., Rowlands, J., & Hopkins, A. (2012). *Conducting semi-structured interviews*. Oxfam Policy and Practice. Retrieved from: <https://policy-practice.oxfam.org/resources/conducting-semi-structured-interviews-252993/>
- Reichard, R. J., & Johnson, S. K. (2011). Leader self-development as organizational strategy. *The Leadership Quarterly*, 22(1), 33–42. Retrieved from: <https://doi.org/10.1016/j.leaqua.2010.12.005>
- Remijan, K. W. (2014). Improving teacher motivation in secondary schools with hybrid positions. *American Secondary Education*, 42(3), 30–38. Retrieved from: <https://www.jstor.org/stable/43694932>
- Remler, D. K., & Van Ryzin, G. G. (2011). Natural and quasi experiments. In D. K. Remler & G. G. Van Ryzin (Eds.) *Research methods in practice: Strategies for description and causation* (pp. 427–464). Thousand Oaks, CA: SAGE Publications.
- Republic of South Africa. (1996). *The South African Schools Act No. 84 of 1996*. Pretoria: Government Printers.
- Republic of South Africa. (1998). *The Employment of Educators Act No. 76 of 1998*. Pretoria: Government Printers.
- Republic of South Africa. (2000). *National Education Policy Act No. 27 of 1996*. Pretoria: Government Printers.
- Republic of South Africa. (2011). *Policy on the Minimum Requirements for Teacher Education Qualifications*. Pretoria: Government Printers.

- Resnik, D. B. (2011). What is ethics in research & why is it important? *National Institute of Environmental Health Sciences*, 1–10. Retrieved from: <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm>
- Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York: Cambridge University Press.
- Robinson, V., Lloyd, C., & Rowe, K. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, 44(5), 635–674. Retrieved from: <https://doi:10.1177/0013161X08321509>
- Rousmaniere, K. (2013). *The principal's office: A social history of the American school principal*. Albany, NY: State University of New York.
- Rubin, A., & Babbie, E. (2010). *Essential research methods for social work* (2nd ed.). Belmont, CA: Brooks/Cole.
- Rule, P., & John, V. (2011). *Your guide to case study research*. Pretoria: Van Schaik.
- Russell, R. F., & Stone, A. G. (2002). A review of servant leadership attributes: Developing a practical model. *Leadership & Organization Development Journal*, 23(3), 145–157. Retrieved from: <https://doi.org/10.1108/01437730210424>
- Ryan, A. B. (2006). Post-positivist approaches to research. In M. Antonesa, H. Fallon, A. B. Ryan, A. Ryan, & T. Walsh, with L. Borys (eds), *Researching and writing your thesis: A guide for postgraduate students* (pp. 12–28). Maynooth, Ireland: MACE, National University of Ireland. Retrieved from <http://eprints.nuim.ie/archive/00000874/>
- Ryan, F., Coughlan, M., & Cronin, P. (2007). Step-by-step guide to critiquing research. Part 2: Qualitative research. *British Journal of Nursing*, 16(12), 738–744. Retrieved from: <https://doi:10.12968/bjon.2007.16.12.23726>
- Saĝnak, M. (2017). Ethical leadership and teachers' voice behaviour: The mediating roles of ethical culture and psychological safety. *Educational Sciences: Theory & Practice*, 17(4), 1101–1117. Retrieved from: <https://doi.org/10.12738/estp.2017.4.0113>
- Salleh, H. (2019). Leadership for teacher learning to support innovative pedagogies. Proceedings of the 2nd PGSD UST International Conference on Education 2019. Volume 2 (pp. 1–8).

- Samancioglu, M., Baglibel, M., & Erwin, B.J. (2020). Effects of distributed leadership on teachers' job satisfaction, organizational commitment and organizational citizenship. *Pedagogical Research*, 5(2). em0052. Retrieved from: <https://doi.org/10.29333/pr/6439>
- Samkange, W. (2012). The performance of newly qualified teachers: Implications for school administration: A case for Zimbabwe. *International Journal of Social Sciences and Education*, 2(3), 393–401. Retrieved from: <http://www.ijse.com/sites/default/files/issues/2012/Volume%202%20Issue%203,%202012/Paper-37/Paper-37.pdf>
- Sanocki, S. J. (2013). *The process of how teachers become teacher leaders and how teacher leadership becomes distributed within a school: A grounded theory research study*. (Unpublished Doctoral thesis). Western Michigan University, United States of America.
- Sapre, P. (2002). Realizing the potential of education management in India. *Educational Management & Administration*, 30(1), 101–108. Retrieved from: <https://doi.org/10.1177/0263211X020301001>
- Schniedewind, N. (2011). A short history of the ambush of public education. In N. Schniedewind, & M. Sapon-Shevin (Eds.), *Educational courage: Resisting the ambush with public education* (pp. 4–22). New York: Beacon Press.
- Servage, L. (2009). Who is the “professional” in a professional learning community? An exploration of teacher professionalism in collaborative professional development settings. *Canadian Journal of Education*, 32(1), 149–171. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ843992.pdf>
- Shah, S. R. (2018). Awakening a sleeping giant in the Arabian Gulf: A need for teacher leadership in hierarchical leadership structures. *Journal of Academic and Social Research*, 1(1), 1–9. Retrieved from: <https://doi:10.0786/JASR.V1I1.18333>
- Shah, S. R. A. (2016). *Teacher leadership: A case study of teacher leaders' professional development in an EFL institute of a Saudi Arabian university*. (Unpublished Doctoral thesis). University of Exeter, England.
- Sharma, M. K., & Jain, S. (2013). Leadership management: Principles, models and theories. *Global Journal of Management and Business Studies*, 3(3), 309–318. Retrieved from: http://ripublication.com/gjmbs_spl/gjmbsv3n3spl_14.pdf

- Siegmyer, M. (2012). *Knowledge and characteristics of emerging mathematics teacher leaders: Becoming a school-based middle school teacher leader*. (Unpublished Doctoral thesis). University of Houston, United States of America.
- Silva, D., Gimbert, B., & Nolan, J. (2000). Sliding the doors: Locking and unlocking possibilities for teacher leadership. *The Teachers College Record*, 102(4), 779–804. Retrieved from: <https://doi:10.1111/0161-4681.00077>
- Silverman, D. (2016). Introducing qualitative research. In D. Silverman (Ed.), *Qualitative research* (pp. 3–14). London: SAGE Publications.
- Simeon, E. S., & Nnaa, L. F. (2020). Impact of discipline on students' academic performance in public junior secondary school in Rivers State. *International Journal of Innovative Psychology & Social Development*, 8(4), 95–104. Retrieved from: <http://seahipaj.org/journals-ci/dec-2020/IJIPSD/full/IJIPSD-D-13-2020.pdf>
- Singh, S. K. (2011). The role of staff development in the professional development of teachers: Implications for in-service training. *South African Journal of Higher Education* 25(8), 1626–1638. Retrieved from: <https://journals.co.za/doi/pdf/10.10520/EJC121487>
- Sinha, S., & Hanuscin, D. L. (2017). Development of teacher leadership identity: A multiple case study. *Teaching and Teacher Education*, 63(3), 356–371. Retrieved from: <https://doi:10.1016/j.tate.2017.01.004>
- Sipe, J., & Frick, D. (2009). *Seven pillars of servant leadership: Practicing the wisdom of leading by serving*. New York: Paulist Press
- Siskin, C. B., & Reynolds, E. (2008). Technologies for leaders in ELT. In C. Coombe, M. L. McCloskey, L. Stephenson, & N. J. Anderson (Eds.), *Leadership in English language teaching and learning* (pp. 141–153). Ann Arbor, MI: The University of Michigan Press.
- Smulyan, L. (2016). Symposium introduction: Stepping into their power: The development of a teacher leadership stance. *Schools*, 13(1), 8–28. Retrieved from: <https://works.swarthmore.edu/cgi/viewcontent.cgi?article=1091&context=fac-education>
- Sparks, H. (2020). *Empowering solutioneers: A teacher leadership development case study*. (Unpublished Doctoral thesis). University of Oklahoma, United States of America.

- Spaull, N. (2013). *South Africa's education crisis: The quality of education in South Africa, 1994–2011*. Johannesburg: Centre for Development and Enterprise.
- Spears, L. C. (Ed.) (1995). *Reflections on leadership: How Robert K. Greenleaf's theory of servant-leadership influenced today's top management thinkers*. New York: John Wiley & Sons, Inc.
- Spears, L. C. (2010). Character and servant leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, 1(1), 25–30. Retrieved from: https://www.regent.edu/acad/global/publications/jvl/vol1_iss1/Spears_Final.pdf
- Spillane, J. P. (2003). Educational leadership. *Educational Evaluation and Policy Analysis*, 25(4), 343–346. Retrieved from: <https://doi.org/10.3102/01623737025004343>
- Spillane, J. P. (2006) *Distributed leadership*. San Francisco, CA: Jossey Bass.
- Spillane, J. P. (2013). The practice of leading and managing teaching in educational organizations. In OECD (Ed.), *Leadership for 21st century learning* (pp. 59–82). Paris, France: Organization for Economic and Cooperative Development Publishing.
- Spillane, J. P., Camburn, E. M., & Pareja, A. S. (2007). Taking a distributed perspective to the school principal's workday. *Leadership and Policy in Schools*, 6(1), 103–125. Retrieved from: <https://doi.org/10.1080/15700760601091200>
- Stephenson, L., Dada, R., & Harold, B. (2012). Challenging the traditional idea of leadership in UAE schools. *On the Horizon*, 20(1), 54–63. Retrieved from: <https://doi.org/10.1108/10748121211202071>
- Stetler, R. (2020). Teacher passion: A student perspective. *WRIT: Journal of First-Year Writing*, 3(1), Article 2. Retrieved from: <https://scholarworks.bgsu.edu/cgi/viewcontent.cgi?article=1305&context=writ>
- Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221–258. Retrieved from: <https://doi:10.1007/s10833-006-0001-8>
- Struwig, F. W., & Stead, G. B. (2013). *Research: Planning, designing and reporting*. Cape Town: Pearson.
- Struyve, C., Daly, A., Vandecandelaere, M., Meredith, C., Hannes, K., & De Fraine, B. (2016). More than a mentor: The role of social connectedness in early career and experienced

- teachers' intention to leave. *Journal of Professional Capital and Community* 1(3), 198–218. Retrieved from: <https://doi:10.1108/JPCC-01-2016-0002>
- Struyve, C., Meredith, C., & Gielen, S. (2014). Who am I and where do I belong? The perception and evaluation of teacher leaders concerning teacher leadership practices and micropolitics in schools. *Journal of Educational Change*, 15(2), 203–230. Retrieved from: <https://doi:10.1007/S10833-013-9226-5>
- Supovitz, J. A. (2018). Teacher leaders' work with peers in a quasi-formal teacher leadership model. *School Leadership & Management*, 38(1), 53–79. Retrieved from: <https://doi.org/10.1080/13632434.2017.1389718>
- Suryana, A., Widiawati, W., & El Widdah, M. (2020, February). Leadership approach: Developing teacher leadership skills in the classroom. In *Proceedings of the 3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)* (pp. 381–386).
- Sussman, S. (2012). Workaholism: A review. *Journal of Addiction Research & Therapy*, 6(1), 1–10. Retrieved from: <https://doi:10.4172/2155-6105.S6-001>
- Szeto, E., & Cheng, A. Y. N. (2017). Developing early career teachers' leadership through teacher learning. *International Studies in Educational Administration*, 45(3), 45–64. Retrieved from: http://cceam.net/wp-content/uploads/2019/01/ISEA_2017_45_3.pdf#page=51
- Szeto, E., & Cheng, A. Y. N. (2018). Principal-teacher interactions and teacher leadership development: Beginning teachers' perspectives. *International Journal of Leadership in Education*, 21(3), 363–379. Retrieved from: <https://doi.org/10.1080/13603124.2016.1274785>
- Tait, M. (2008). Resilience as a contributor to novice teacher success, commitment, and retention. *Teacher Education Quarterly*, 35(4), 57–75. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ838701.pdf>
- Taylor, M., Goeke, J., Klein, E., Onore, C., & Geist, K. (2011). Changing leadership: Teachers lead the way for schools that learn. *Teaching and Teacher Education*, 27(5), 920–929. Retrieved from: <https://doi:10.1016/j.tate.2011.03.003>

- Teacher Leadership Exploratory Consortium (2011). *Teacher leader model standards*. Carrboro, NC: Centre for Teaching Quality. Retrieved from: http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf
- Terre Blanche, M., Durrheim, K., & Painter, D. (2006). *Research in practice: Applied methods for the social sciences*. Cape Town: UCT Press.
- Terre Blanche, M., Kelly, K., & Durrheim, K. (2006). Why qualitative research? In M. Terre Blanche, K. Durrheim, & D. Painter. (Eds.). *Research in practice: Applied methods for social sciences* (2nd ed.) (pp. 271–284). Cape Town: University of Cape Town Press.
- Thomas, L., Rienties, B., Tuytens, M., Devos, G., Kelchtermans, G., & Vanderlinde, R. (2020). Unpacking the dynamics of collegial networks in relation to beginning teachers' job attitudes. *Research Papers in Education*, 36(5), 611–636. Retrieved from: <https://doi.org/10.1080/02671522.2020.1736614>
- Thornton, H. J. (2010). Excellent teachers leading the way: How to cultivate teacher leadership. *Middle School Journal*, 41(4), 36–43. Retrieved from: <https://doi.org/10.1080/00940771.2010.11461729>
- Tomal, D. R., Schilling, C. A., & Wilhite, R. K. (2014). *The teacher leader: Core competencies and strategies for effective leadership*. London: Rowman & Littlefield.
- Toor, S. U. R. (2011). Differentiating leadership from management: An empirical investigation of leaders and managers. *Leadership and Management in Engineering*, 11(4), 310–320. Retrieved from: [https://doi:10.1061/\(ASCE\)LM.1943-5630.0000138](https://doi:10.1061/(ASCE)LM.1943-5630.0000138)
- Trabona, K. (2020). *The social capital in teacher leadership activities*. (Unpublished Doctoral thesis). Montclair State University, United States of America.
- Troen, V., & Boles, K. (1994). A time to lead. *Teacher Magazine*, 5(2), 40–41.
- Tuli, F. (2010). The basis of distinction between qualitative and quantitative research in social science: Reflection on ontological, epistemological and methodological perspectives. *Ethiopian Journal of Education and Science*, 6(1), 97–108. Retrieved from: <https://doi:10.4314/ejesc.v6i1.65384>
- Vallance, R. J. (2003). Excellent teachers: Explaining construction of teachers. *Academic Exchange Quarterly*, 7(2), 249–256.

- Van Der Vyver, C., Fuller, M., & Khumalo, J. (2020). Teacher leadership in the South African context: Areas, attributes and cultural responsiveness. *Research in Educational Administration and Leadership*, 6(1), 127–162. Retrieved from: <https://doi:10.30828/real/2021.1.5>
- Van der Westhuizen, P. C., & Mentz P. J. (2007). *An ontological perspective on the school as an organisation*. Pretoria: Van Schaik.
- Van Dierendonck, D. (2011). Servant leadership: A review and synthesis. *Journal of Management*, 37(4), 1228–1261. Retrieved from: <https://doi.org/10.1177/0149206310380462>
- Van Maanen, J., & Kolb, D. (1985). The professional apprentice: Observations on fieldwork roles in two organizational settings. In S. Bachrach, & S. Mitchell (Eds.), *Research in the sociology of organizations* (pp. 1–33). Greenwich, CT: JAI Press.
- Von Dohlen, H. B., & Karvonen, M. (2018). Teachers' self-reported leadership behaviors in formal and informal situations. *International Journal of Teacher Leadership*, 9(2), 69–89. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1202332.pdf>
- Wadesango, N. (2010). The extent of teacher participation in decision-making in secondary schools in Zimbabwe. *School Leadership & Management*, 30(3), 265–284. Retrieved from: <https://doi:10.1080/13632434.2010.494422>
- Walker, A., & Qian, H. (2018). Exploring the mysteries of school success in Shanghai. *ECNU Review of Education*, 1(1), 119–134. Retrieved from: <https://doi:10.30926/ecnuroe2018010107>
- Warren, L. L. (2021a). Teacher leadership begins with self-leadership. *Teacher Education and Curriculum Studies*, 6(1), 1–4. Retrieved from: <https://doi:10.11648/j.tecs.20210601.11>
- Warren, L. L. (2021b). The importance of teacher leadership skills in the classroom. *Education Journal*, 10(1), 8–15. Retrieved from: <https://doi:10.11648/j.edu.20211001.12>
- Wasley, P. A. (1991). *Teachers who lead: The rhetoric of reform and the realities of practice*. New York: Teachers College Press.
- Weinberg, A. E., Balgopal, M. M., & McMeeking, L. B. S. (2021). Professional growth and identity development of STEM teacher educators in a community of practice. *International Journal of Science and Mathematics Education*, 19, 99–120. Retrieved from: <https://doi:10.1007/s10763-020-10148-9>

- Weir, T. R. (2020). *Perceptions of how leadership interactions influence the development of collective efficacy in Professional learning Communities*. (Unpublished Doctoral thesis). Georgia State University, United States of America.
- Wellington, J. (2000). *Educational research: Contemporary issues and practical approaches*. London: Continuum.
- Wenner, J. A., & Campbell, T. (2017). The theoretical and empirical basis of teacher leadership: A review of the literature. *Review of Educational Research*, 87(1), 134–171. Retrieved from: <https://doi.org/10.3102/0034654316653478>
- Wiggenton, E. (1992). A vision of teacher leadership. In the teachers' voice. In C. Livingston (Ed.), *Teachers as leaders: Evolving roles* (pp. 167–173). Washington, DC: NEA
- Wilhelm, T. (2013). How principals cultivate shared leadership. *Educational Leadership*, 71(2), 62–66. Retrieved from: <https://www.ascd.org/el/articles/how-principals-cultivate-shared-leadership>
- Willis, J. (2021). *Teacher well-being and living schools*. (Unpublished Masters Dissertation) Cape Breton University, Canada.
- Wilson, G. L. (2016). *Co-planning for co-teaching: Time saving routines that work in inclusive classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Wolhuter, C. X., & Van der Walt, J. L. (2020). Indiscipline in South African schools: The parental/community perspective. *Koers*, 85(1), 1–11. Retrieved from: <http://dx.doi.org/10.19108/koers.85.1.2436>
- Wray, B. K. (2011). Kuhn and the discovery of paradigms. *Philosophy of the Social Sciences*, 41(3), 380–397. Retrieved from: <https://doi.org/10.1177/0048393109359778>
- Xulu, A. B. (2010). *Going beyond perception: A case study of three teacher leaders in a rural secondary school*. (Unpublished Master's thesis). University of KwaZulu-Natal, South Africa.
- Yang, C. (2006). The impact of human resource management practices on the implementation of total quality management: An empirical study on high-tech firms. *The TQM Magazine*, 18(2), 162–173. Retrieved from: <https://doi.org/10.1108/09544780610647874>

- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, 20(2), 134–152. Retrieved from: <https://nsuworks.nova.edu/tqr/vol20/iss2/12/>
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: SAGE Publications.
- Yin, R. K. (2018). *Case study research and applications. Design and methods*. (6th ed.). London: SAGE Publications.
- York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255–316. Retrieved from: <https://doi.org/10.3102/00346543074003255>
- Yukl, G. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Yukl, G., & Mahsud, R. (2010). Why flexible and adaptive leadership is essential. *Consulting Psychology Journal: Practice and Research*, 62(2), 81–93. Retrieved from: <https://doi:10.1037/a0019835>
- Zaleznik A. (2004). Managers and leaders: Are they different? *Clinical Leadership Management Review*, 18(3), 171–177. Retrieved from: <https://doi:10.1097/00005110-198107000-00005>
- Zepeda, S. J. (2013a). *Professional development: What works*. London: Routledge.
- Zepeda, S. J. (2013b). *The principal as instructional leader: A practical handbook*. New York: Routledge.
- Zepeda, S. J., Mayers, R. S., & Benson, B. (2013). *Call to teacher leadership*. New York: Routledge.
- Zheng, X., Yin, H., & Li, Z. (2019). Exploring the relationships among instructional leadership, professional learning communities and teacher self-efficacy in China. *Educational Management Administration & Leadership*, 47(6), 843–859. Retrieved from: <https://doi:10.1177/1741143218764176>
- Žydžiūnaitė, V., & Arce, A. (2021). Being an innovative and creative teacher: Passion-driven professional duty. *Creativity Studies*, 14(1), 125–144. Retrieved from: <https://doi:10.3846/CS.2021.14087>

Žydžiūnaitė, V., Kontrimiene, S., Ponomarenko, T., & Kaminskiene, L. (2020). Challenges in teacher leadership: Workload, time allocation, and self-esteem. *European Journal of Contemporary Education*, 9(4), 948–962. Retrieved from: <https://doi:10.13187/ejced.2020.4.948>

APPENDICES

APPENDIX 1: ETHICAL CLEARANCE CERTIFICATE



28 January 2019

Mrs Yasmeen Malik 215079937
School of Education
Edgewood Campus

Dear Mrs Malik

Protocol reference number: HSS/2226/018D

Project Title: Exploring the development of teacher leadership: Learning from selected South African teachers and members of School Management Teams.

Full Approval – Expedited Application

In response to your application received 28 November 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully



Dr Shamila Naidoo (Deputy Chair)

/px

cc Supervisor: Prof V Chikoko

cc. Academic Leader Research: Dr SB Khoza

cc. School Administrator: Ms S Jeenarain, Ms M Ngcobo, Mr SN Mthembu

Humanities & Social Sciences Research Ethics Committee

Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymnm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

APPENDIX 2: PERMISSION LETTER FROM THE DEPARTMENT OF EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1764

Mrs Y Malik
277 Spencer Rd
Clare Estate
Durban
4091

Dear Mrs Malik

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **“EXPLORING THE DEVELOPMENT OF TEACHER LEADERSHIP: LEARNING FROM SELECTED SOUTH AFRICAN TEACHERS AND MEMBERS OF SCHOOL MANAGEMENT TEAMS”**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 22 April 2019 to 01 September 2021.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Umlazi District


Dr. EV Nzama
Head of Department: Education
Date: 23 April 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa
Physical Address: 247 Burger Street • Anton Lembede Building • Pietermaritzburg • 3201
Tel.: +27 33 392 1063 • Fax.: +27 033 392 1203 • Email: Phindile.Duma@kzndoe.gov.za • Web: www.kzneducation.gov.za
Facebook: KZNDOE... Twitter: @DBE_KZN... Instagram: kzn_education... Youtube: kzndoe

...Championing Quality Education - Creating and Securing a Brighter Future

APPENDIX 3: PERMISSION LETTER TO GATEKEEPERS (PRINCIPALS)

Respected Principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Yasmeen Malik. I am a Ph.D student at the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part of the fulfilment of my degree, I am required to conduct research. I therefore seek your kind permission to allow me to conduct research at your school as your school has been commended for exhibiting sound leadership and management by your Circuit Manager. This research will involve one teacher and selected SMT member/s in interviews.

The specifics of this research project are as follows:

Title of study: *Exploring the development of teacher leadership: Learning from selected South African teachers and members of School Management Teams.*

The following information is provided to help you decide whether you wish to provide permission to conduct this research.

The purpose of this study is to explore the development of teacher leadership based on the past and present experiences of one teacher at your school, that has been observed as exhibiting excellent leadership skills.

You will kindly be asked to assist in this matter, where you would direct the researcher to such a teacher. The teacher in turn, will suggest the name of another participant from the SMT who has closely worked with him/her, so that we could learn about the leadership development of teachers through both teachers' and SMT members' perspectives. Since your school has been recommended by the Circuit Manager for having sound leadership and management as compared to several other schools, your assistance and those of the selected staff members that will be requested to participate in this project, will assist the educational fraternity much in understanding the dynamics of teacher leadership development.

Data will be generated through interviews with the participants (teachers and SMT member/s) and artefacts and reflective journal entries will be requested from participants. Artefacts such as tangible objects including any accolades, pictures, and photographs will be used to generate data as well. There will be a few sessions of interviews that may last up to an hour and a half per session with teachers and five sessions of interviews with SMT member/s. These interviews will be voice recorded and scheduled to take place at a convenient time and place that best suits participants. All effort will be made not to disturb valuable teaching and learning time. During the interviews, participants will be requested to discuss their experiences of teacher leadership development.

Any data that emanates from you during the interviews will be treated confidentially. Any publications that emanate from this study will respect your identity and privacy by replacing your name and your institution's with pseudonyms. These attempts are made to respect your confidentiality. The data from this research, which will be in the form of hard copies, voice records and password-encrypted computer files, will be secured in a locked cabinet in my Supervisor's office and shredded and/or permanently erased after five years.

Your name will not be associated with the research findings and only the researcher will know your identity as you and your school will be allocated pseudonyms. There are no known risks and/or discomforts associated with this study and no financial benefits allocated to participants. The expected benefits associated with this project is the vital information participants provide to the scholarship of research on teacher leadership development.

You are most welcome to ask questions and please do not hesitate to ask any questions about the study before granting permission nor at any time of the study. I would be happy to share the findings of the study after the research is completed.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (*approval number will be inserted once issued*). In the event of any questions/ problems/ issues, please feel free to contact the researcher, the researcher's Supervisor or the UKZN Humanities and Social Sciences Research Ethics Committee. Contact details as follows:

Researcher	Supervisor	UKZN Ethics Committee
<p><i>Mrs Y Malik</i> ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ Email: yasmeenmalik894@yahoo.com</p>	<p><i>Prof V. Chikoko</i> Professor of Leadership University of KwaZulu-Natal (UKZN) School of Education Edgewood Campus Pinetown 3605 Phone no/s:031 260 2639 ██████████ Email: chikokov@ukzn.ac.za</p>	<p><i>Humanities and Social Research Ethics Administration Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001 Durban 4000 KwaZulu-Natal, South Africa Tel: 031 260 4557 Fax: 031 260 4609 Email: HSSREC@ukzn.ac.za</i></p>

APPENDIX 4: CONSENT FORM TO GATEKEEPERS (PRINCIPALS)

I _____ (surname and name) have been informed about the study entitled “Exploring the development of teacher leadership: Learning from selected South African teachers and members of School Management Teams” by Mrs Yasmeen Malik.

- I understand the purpose and procedures of the study.
- I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.
- I understand that my staff members’ participation in this study is entirely voluntary and that they may withdraw at any time without affecting any of the benefits that I would usually be entitled to.
- I have been informed that participants will not be financially compensated for participation.

If I have any further questions/queries/concerns I understand that I may contact the researcher or her Supervisor at:

Researcher	Supervisor
<p><i>Mrs Y Malik</i> [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED] Email: yasmeenmalik894@yahoo.com</p>	<p><i>Prof V. Chikoko</i> Professor of Leadership University of KwaZulu-Natal (UKZN) School of Education Edgewood Campus Pinetown 3605 Phone no/s:031 260 2639 [REDACTED] Email: chikokov@ukzn.ac.za</p>

If I have any questions or concerns of my rights or of the study participants, or if I am concerned about any aspect of the study or the researcher then I may contact:

University of KwaZulu-Natal Ethics Committee

Humanities and Social Research Ethics Administration
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000
KwaZulu-Natal, South Africa
Tel: 031 260 4557
Fax: 031 260 4609

Email: HSSREC@ukzn.ac.za

I hereby provide permission to the researcher to conduct research at my school.

YES	NO
-----	----

Signature of Principal

Date

School Stamp

APPENDIX 5: PERMISSION LETTER TO TEACHERS AND SMT MEMBERS

Dear teacher/SMT member

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Yasmeen Malik. I am a Ph.D student at the School of Education at the University of KwaZulu-Natal (Edgewood Campus). As part of my degree fulfilment, I am required to conduct research. You have been commended for exhibiting sound leadership and management by your principal and I therefore humbly request your participation in this study. This research will involve you and a SMT member selected by you in the interviews. The SMT member must have observed and supported your development.

The specifics of this research project are as follows:

Title of study: *Exploring the development of teacher leadership: Learning from selected South African teachers and members of School Management Teams.*

The following information is provided to help you decide whether you wish to provide permission to conduct this research.

The purpose of this study is to explore the development of teacher leadership based on the past and present experiences of one teacher at your school, that has been observed as exhibiting excellent leadership skills. Your participation will assist the educational fraternity much in understanding the dynamics of teacher leadership development.

Data will be generated through interviews with the participants (teachers and SMT member/s). and through artefacts and reflective journals. Artefacts such as tangible objects including any accolades, pictures, and photographs will be used to generate data as well. There will be a few sessions of interviews that may last up to an hour and a half per session with teachers and five sessions of interviews with SMT member/s. These interviews will be voice recorded and scheduled to take place at a convenient time and place that best suits participants. All effort will be made not to disturb valuable teaching and learning time. During the interviews, you will be requested to discuss your experiences of teacher leadership development. Teachers will discuss their development while SMT members will discuss their involvement and roles in leadership development of the selected teachers.

Any data that emanates from you during the interviews will be treated confidentially. Any publications that emanate from this study will respect your identity and privacy by replacing your name and your institution's with pseudonyms. These attempts are made to respect your confidentiality. The data from this research, which will be in the form of hard copies, voice

records and password-encrypted computer files, will be secured in a locked cabinet in my Supervisor's office and shredded and/or permanently erased after five years.

Your name will not be associated with the research findings and only the researcher will know your identity as you and your school will be allocated pseudonyms. There are no known risks and/or discomforts associated with this study and no financial benefits allocated to participants. The expected benefits associated with this project is the vital information participants provide to the scholarship of research on teacher leadership development.

Please do not hesitate to ask any questions about the study before granting permission nor at any time of the study. I would be happy to share the findings of the study after the research is completed.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (*approval number will be inserted once issued*). In the event of any questions/ problems/ issues, please feel free to contact the researcher, the researcher's Supervisor or the UKZN Humanities and Social Sciences Research Ethics Committee. Contact details as follows:

Researcher	Supervisor	UKZN Ethics Committee
<p><i>Mrs Y Malik</i> ██████████ ██████████ ██████████ ██████████ ██████████ ██████████ Email: yasmeenmalik894@yahoo.com</p>	<p><i>Prof V. Chikoko</i> Professor of Leadership University of KwaZulu-Natal (UKZN) School of Education Edgewood Campus Pinetown 3605 Phone no/s:031 260 2639 ██████████ Email: chikokov@ukzn.ac.za</p>	<p><i>Humanities and Social Research Ethics Administration Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001 Durban 4000 KwaZulu-Natal, South Africa Tel: 031 260 4557 Fax: 031 260 4609 Email: HSSREC@ukzn.ac.za</i></p>

APPENDIX 6: CONSENT FORM TO TEACHERS AND SMT MEMBERS

Declaration

I _____ (Full names of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study: *“Exploring the development of teacher leadership: Learning from selected South African teachers and members of School Management Teams”* by Mrs Yasmeen Malik.

I have received, read and understood the written information about the study. I understand everything that has been explained to me and I consent voluntarily to take part in the study. I understand that I am at liberty to withdraw from research at any time should I so desire.

I agree / do not agree for the use of an audio recording device, photographs and my personal reflective journal entries for the purposes of this study.

Signature of Participant

Date

Thanking you in advance,

Y. Malik (Mrs)

APPENDIX 7: INTERVIEW SCHEDULE FOR TEACHERS

Theme 1 - The work that teacher leaders do: Exploring development in the work terrain

1.1 What work do you do:

- in the classroom,
- amongst colleagues,
- at whole school and
- district level, at community level?

Instructional specialist?	Classroom supporter?	Mentor?	Catalyst for change?
Curriculum specialist?	Learning facilitator?	Learner?	Any other role/s?
Resource provider?	School leader?	Data coach?	

1.2 What made you do what you do? (how did it all start? underlying reasons/ need for teacher leadership work)

Self?	Others/colleagues/learners?	School?
--------------	------------------------------------	----------------

Theme 2 - Teacher leadership development: Exploring influencing factors

2.1 What factors do you think enabled your development thus far? (consider enabling and restrictive factors at *school, group and individual level*)

2.2 What factors do you think restricted your development? (*consider school, group and individual factors*)

<u>School-level influences</u>	<u>Group-level influences</u>	<u>Individual-level influences</u>
<ul style="list-style-type: none"> • School culture • Selection, training • PDPs, Appraisal systems • networking 	<ul style="list-style-type: none"> • SMT leadership style • Power sharing • Extent of support • Support, motivation • Learning, openness, responsibility 	<ul style="list-style-type: none"> • Knowledge • Skills, ability • Self-Motivation • Leader-identity

**Theme 3 - Teacher leadership journey, the developmental journey:
Reminiscing the triumphs and trials...**

- What would you consider as the highlights/most successful/commendable moments of your developmental journey (achievements, revelations, lessons learnt by you)?
- What would you consider as the stumbling blocks/ most difficult moments of your journey (difficulties, sometimes hopeless situations..., lessons learnt by you)?

Theme 4 - Teacher leadership development: The journey moving forward

- On your journey moving forward, what more do you expect to achieve as a teacher leader?
- What factors do you believe ought to be in place to enable, strengthen and maintain the leadership development of teachers?

APPENDIX 8: INTERVIEW SCHEDULE FOR SMT MEMBERS

Theme 1 - The work that teacher leaders do: Exploring development in the work terrain

1.1 What work do teacher leaders do:

- in the classroom,
- amongst colleagues,
- at whole school and
- district level, at community level?

Instructional specialist?	Classroom supporter?	Mentor?	Catalyst for change?
Curriculum specialist?	Learning facilitator?	Learner?	Any other role?
Resource provider?	School leader?	Data coach?	

1.2 What makes teacher leaders do what they do? (how did it all start? underlying reasons/ need for teacher leadership work)

Self?	Others/colleagues/learners?	School?
-------	-----------------------------	---------

Theme 2 - Teacher leadership development: Exploring influencing factors

2.1 In your experience as an SMT member, what do you think has enabled the development of the selected teacher?

2.2 In your experience as an SMT member, what do you think has restricted the development of the selected teacher?

<u>School-level influences</u>	<u>Group-level influences</u>	<u>Individual-level influences</u>
<ul style="list-style-type: none">• School culture• Selection, training• PDPs, Appraisal systems• networking	<ul style="list-style-type: none">• SMT leadership style• Power sharing• Extent of support• Support, motivation• Learning, openness, responsibility	<ul style="list-style-type: none">• Knowledge• Skills, ability• Self-Motivation• Leader-identity

**Theme 3 - Teacher leadership journey, the developmental journey:
Reminiscing the triumphs and trials...**

- 3.1 In your experience with the selected teacher, what would you consider as the highlights/most successful/commendable moments of his/her leadership development journey (achievements, revelations, lessons learnt by you [SMT])?
- 3.2 In your experience with the selected teacher what would you consider as the stumbling blocks/ most difficult moments of the selected teacher's leadership development journey (difficulties, sometimes hopeless situations, lessons learnt by you [SMT])?

Theme 4 - Teacher leadership development: The journey moving forward

- 4.1 In your journey moving forward as a member of the SMT, what more do you expect to achieve in leadership development of the selected teacher?
- 4.2 What factors do you believe ought to be in place to enable, strengthen and maintain the leadership development of the selected teacher?

APPENDIX 9: SUPPLEMENTARY DATA SCHEDULE

Artefacts	Purpose	Sources
Certificates, trophies, medals, awards, letters of acknowledgements	<ul style="list-style-type: none"> • To identify special achievements and triumphs of leadership development and discuss this. • To identify the event associated with the accolade and discuss. • To discuss what was learnt from the event (feelings, learning processes, difficulties, possibilities for future success) 	<ul style="list-style-type: none"> • Teacher leaders
Photographs (hard/softcopies) from albums or on cell-phones	<ul style="list-style-type: none"> • To reflect on the events, achievements, moments captured on camera • Where did it happen? What happened? The events that led to the achievements in the picture. What learning regarding leadership occurred? How can development (regarding the picture) be advanced? 	<ul style="list-style-type: none"> • Teacher leaders
Reflective journals	<ul style="list-style-type: none"> • To capture teachers' reflections on the artefacts they make available / to identify and discuss the event/s related to their leadership development/to capture their understandings of teacher leadership 	<ul style="list-style-type: none"> • Teacher leaders

APPENDIX 10: TURNITIN CERTIFICATE

PhD thesis

ORIGINALITY REPORT

10%

SIMILARITY INDEX

9%

INTERNET SOURCES

2%

PUBLICATIONS

2%

STUDENT PAPERS

PRIMARY SOURCES

1

hdl.handle.net

Internet Source

2%

2

researchspace.ukzn.ac.za

Internet Source

1%

3

Submitted to University of KwaZulu-Natal

Student Paper

<1%

4

jeps.ibsu.edu.ge

Internet Source

<1%

5

repository.up.ac.za

Internet Source

<1%

6

Submitted to University of Witwatersrand

Student Paper

<1%

7

uir.unisa.ac.za

Internet Source

<1%

8

scholarworks.waldenu.edu

Internet Source

<1%

9

media.proquest.com

Internet Source

<1%

APPENDIX 11: LANGUAGE EDITING CERTIFICATE



P.O. Box 100715
Scottsville
3209
5 November, 2021

To whom it may concern,

I have edited the following thesis for language errors, and in the process have checked the referencing and layout:

Title: *Exploring the development of teacher leadership: Learning from selected South African teachers and members of school management teams*
Author: Yasmeen Malik
Student no: 215079937
Degree: Doctor of Philosophy (Education Leadership, Management and Policy)
Institution: University of KwaZulu-Natal
Supervisor: Professor Vitallis Chikoko

Please feel free to contact me should you have any queries.

Kind regards,



Debbie Turrell

totalnightowl@gmail.com

