THE ENACTMENT OF TEACHER LEADERSHIP: A CASE STUDY OF THREE SCHOOLS IN THE PINETOWN DISTRICT

By

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Submitted in fulfilment of the Masters of Education (MEd) degree in the discipline
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DATE SUBMITTED: JUNE 2019

DECLARATION

I, Siphindile Anne-Marry Ngcobo, declare that:

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STATEMENT BY THE SUPERVISOR

I, Dr BNCK Mkhize,

As the candidate's Supervisor agree / do not agree to the submission of this dissertation.

_____   _____

Supervisor's signature   Date

DEDICATION

I lovingly dedicate this dissertation to my late parents Edward Bhekisisa Ngcobo and Hildegard Phumaphi Ngcobo (MaNzama). I am profoundly indebted to you for many sacrifices you have made, your love and support throughout my life for as long as you were with me. Above it all I am blessed that you instilled in me to fear and to love our God Almighty. You also instilled in me the love of education and hard work.

ETHICAL CLEARANCE CERTIFICATE

UNIVERSITY OF KWAZULU-NATAL

INYUVESI YAKWAZULU-NATALI

20 March 2018

Ms Siphindile Anne-Merry Ngcobo 213571271
School of Education
Edgewood Campus

Dear Ms Ngcobo

Protocol reference number: HSS/0094/018M
Project title: The enactment of teacher leadership: A case study of three schools in the Pinetown District

Full Approval – Expedited Application

In response to your application received on 5 February 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

Professor Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

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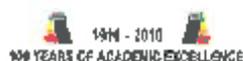
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I gratefully thank you All!

ABSTRACT

Post 1994, the vision of the South African education policy system was to transform schools into more effective places of teaching and learning. To achieve this vision, educational policies suggest a shift or realignment in management practices from traditional autocratic headship to more participatory leadership practices. This means a call for teacher leadership to accommodate the new shift to a democratic dispensation in South Africa. This is because teacher leadership has the potential to positively influence, nurture and support educational improvement efforts of other teachers. This paradigm shift assumes that effective leadership and management of schools might secure and sustain school improvement. It is evident from this study that a lot needs to be done in South African schools to embrace the concept and practice of teacher leadership in order to address factors that seem to impede the implementation of teacher leadership. Against this backdrop, the purpose of my study was to explore the enactment of teacher leadership in three schools in the Pinetown District. The study explores how teacher leadership is enacted in schools by looking at factors which enhance or inhibit enactment of teacher leadership in schools.

My study was conducted within a qualitative interpretive paradigm which adopted a case study strategy in three schools in Pinetown. The study used purposive sampling with two teacher leaders and one HoD per school as the unit of analysis. In this study data was generated using semi-structured interviews. Semi-structured interviews provided me with flexibility in terms of responses, and the freedom to employ follow-up questions in order to obtain clarity and more in-depth feedback. Since the research was qualitative in nature, it resulted in massive transcribed data generated through interviews. Generated data from the research participants during the semi-structured interviews were transcribed into a text. After transcribing data, a process of 'coding' was used and each theme was assigned to a specific focus. This means that data was analysed using thematic analysis. The findings of this study indicate that teacher leadership is an unknown concept to teacher leaders but their responses show that teacher leadership was enacted differently at the three school contexts depending on the culture and structure of each school.

This study further reveals that teacher leaders who are subject heads seem to deal more with the compliance and regulatory components by ensuring that all is done according to the book. Findings also reveal that teacher leadership is mainly learner and outcomes driven. Furthermore, findings pointed to a number of challenges that negatively impacted on teacher

leaders' motivational levels to engage in leadership roles. These challenges included little support from School Management Teams (SMTs) and very little guidance on legal, behavioural guidance and support. The study recommends that teacher leaders should take the initiative in engaging in leadership roles. It also recommends that there should be mediations by the SMT to assist teacher leaders with task performance. This study also recommends that the SMT should recognise and reward teacher leaders for their endless leadership efforts in schools. Lastly, the study recommended that there needs to be role clarification to avoid role conflict and confusion going forward in managing issues around the needs of teacher leaders in schools. The study therefore suggested that there is a necessity to reassign workload and provide time management skills to assist teacher leaders in schools.

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ACRONYMS

BOG   Board of Governors

DoE   Department of Education

HoD   Head of Department

Km   Kilometre

IQMS   Integrated Quality Management System

PD   Professional Development

PL1   Post Level 1

SASA   South African Schools Act

SGB   School Governing Bodies

SMT   School Management Teams

UKZN   University of KwaZulu-Natal

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CHAPTER ONE
AN ORIENTATION TO THE STUDY

1.1 Introduction

The significant purpose of chapter one is to give the outline of the whole study. Such is achieved by highlighting the background and the problem statement of the study. I then explain the purpose and rationale of this study, where the emphasis is on the enactment of teacher leadership in schools and how it is understood. Thereafter, I outline the significance of the study followed by objectives and the key research questions which informed this study. I then clarify the key concepts followed by literature review. Finally, the organisation of chapters of the dissertation is offered.

1.2 Background of the study

After obtaining democracy in the Republic of South Africa, the notion of the education policy was to align schools into more operative and democratic institutions of teaching and learning. To accomplish this notion, policies (South African Schools Act (SASA) of 1996; The Task Team Report, 1996; Norms and Standards, 2000; Quality Learning and Teaching Campaign, 2009) suggest realignment in managing practices from out-dated dictatorial leadership to more democratic sharing leadership practices such as teacher leadership. Teacher leadership is a participatory leadership practice which is acknowledged as a required element to maintain educational improvement determinations (Kajee, 2011). Teacher leadership promotes teacher agency which assures that teachers' school work is maintained through creating relationships by providing them with resources and by breaking down barriers throughout the whole school to improve learners' informative skills and results (York-Barr & Duke, 2004). Teacher leadership is interconnected to teacher leaders because it is the process and an agency which encourages teacher leaders to influence teachers to advance teaching and learning activities to bring transformation in a school environment (DeHart, 2011).

Consequently, teacher leadership seems vital as a device that permits teacher leaders to participate in official leadership posts (Riveros, Newton, & da Costa, 2013). Teacher leadership as the process promotes teachers as experts who have the audacity to start things and are willing to function collaboratively with other teachers (Grant, 2012; Riveros, Newton, & da Costa,

2013); advance professional skills, competence and knowledge of other teachers (Abbott, 2014). Teacher leadership takes chances in initiating new things in order to display their teaching skills and they are also creative thinkers in solving problems (Danielson, 2006; Katzenmeyer & Moller, 2001). Teacher leadership takes leadership roles in respect of the subject and phase, if necessary, team up with teachers in arranging and conducting extra and extramural activities (SASA, 1996). Thus, teacher leadership seems to share certain leadership responsibilities with their school principals such as decision making, mentoring, coordinating, inspiring colleagues and establishing projects. These teacher leadership activities assist with the support of educational improvement efforts. Furthermore, teacher leadership has the potential to positively influence, nurture and support educational improvement efforts of other teachers. Even though that is the case, there are many factors that seem to impede the operation of teacher leadership in South African schools.

1.3 Problem statement

Teacher leadership is objectively restricted in South African schools (Grant, 2006; Rajagopaul, 2007; Singh, 2007 & Chatturgoon, 2009). The South African education policy does not simplify what teacher leadership involves, nor does it offer strategies on how teacher leadership should be presented in schools (de Villiers & Pretorious, 2011). It is contended by Fairman and McKenzie (2012) that environments conducive to teacher leadership and development seem to be absent in some schools. Other studies (Grant, 2006; Grant & Singh, 2009; Grant, 2012; Monametsi, 2015; Naicker & Somdut, 2014) suggest that not much support is provided in developing and advancing teacher leadership in South Africa. Similarly, (Grant, 2006, 2008, 2017; Khumalo, 2008) demonstrate that teacher leadership practice is happening at a very slow pace and is not keeping with the new demands of policy. Evidence emerging from Grant's review of South African studies of teacher leadership suggests that teachers are severely restricted in terms of the degree to which they could become involved in organisational leadership (Grant, 2017).

Lack of structural and cultural changes required to support teachers as contributors towards organisational leadership are cited as contributory factors. For example, Lawrence (2010) believes that there is a crisis at the teacher leadership enactment level and there is no leadership distribution of power by school principals to teacher leaders in schools. Singh (2007) ascertains

that South Africa's policies lack strategies on how to introduce teacher leadership into schools, developing teacher leadership, and how level one teacher leaders can lead beyond the classroom. Even though Professional Development (PD) teacher leadership programmes are introduced by the Department of Education (DoE) they seem to have less or no impact because they are only theoretical than practical to teacher leaders (Steyn, 2010). School Management Teams (SMTs) have also been found to be unclear in their roles to advance teacher leadership (Monametsi, 2015).

I believe that teachers have the ability and the authority to inspire change in schools if given a chance to demonstrate leadership skills they have. I also believe that it is the responsibility of the SMTs to empower teachers in their schools and permit them to use their expertise to lead and improve their schools. Dimmock (2003) mentioned educational values concerning leadership for school improvement. One of those values which stood out for me is that, leaders should strive to empower their people. In this instance, leaders refer to the SMTs, while people refer to teacher leaders. If SMTs empower their teacher leaders by providing them with the support they need, such practice is likely to benefit the school. Teacher leadership can only develop in a climate where teachers feel that if they take on leadership roles they will be supported and will not be isolated. This means that the SMT should distribute leadership roles in schools for teacher leadership to become a reality provided that teachers display their capabilities if provided with the chance to do so. On the other hand, the SMT should support teacher leaders when they enact their teacher leadership skills, failing which the enactment of teacher leadership is likely to fail in schools. It is evident from what is highlighted above that a lot must be done in South African schools to embrace the concept and practice of teacher leadership to address factors that seem to impede its implementation. I now move on to discuss the purpose of the study.

1.4 Rationale of the study

The motivation to undertake research on the enactment of teacher leadership in the Pinetown District schools is embedded in my professional experience, as a Post Level 1 (PL1) teacher in different schools. My teaching career has extended over twenty years. For all these years I have been teaching with numerous teachers and serving under various principals. During this time, I observed that school principals were using top-down, hierarchical management and autocratic

leadership styles whereby the leadership and the management of the schools were solely in their hands. My understanding and observation was that schools could not be effective if they were led and managed by one person only from the peak of the hierarchy. Given this, I am determined to explore the enactment of teacher leadership in schools.

I am a dedicated secondary school teacher who has taught for many years in different schools and I have noticed that there were Post Level 1 (PL1) teachers who voluntarily performed leadership duties which led to the smooth running of the school. Hence, the words of Katzenmeyer and Moller (2009, p.3) that each school has a "sleeping giant of teacher leadership" that is a robust facilitator for producing divergences to advance knowledge in learners. These words support what I have witnessed in all schools where I taught. I have also observed that most teachers were clueless about teacher leaders. Watkins (2005) argues that teacher leaders need to be involved in school-wide decisions in order to keep them connected to school goals. Grant (2012) confirms it by stating that teacher leadership is an existing concept and has been well accepted in research in well-known countries such as Canada, United States and Australia, but is not that well known in our country South Africa.

I perceive teacher leadership as an emerging concept in South African schools, which most schools could implement and benefit from. It is essential to research more into teacher leadership in our schools attempting to explore the enactment of teacher leadership in schools considering factors which impede or develop teacher leadership enactment (Khumalo, 2008). Professionally, I am a teacher leader myself, and unfortunately I must admit that my current and previous experience of executing teacher leadership roles is minimal and in most instances it is non-existent in my current school. Although there are many topics on teacher leadership, York-Barr & Duke (2004), Kajee (2011), DeHart (2011), Hashikutuva (2011), Gumede (2011), Grant (2012), Naiker & Somdut (2014), only few focus on the enactment of teacher leadership in schools. In the findings of the case study conducted by Lawrence (2010), most teachers seemed not to be acquainted with the concept of teacher leadership. Their responses to the concept were not common and they were at times hesitant as they did not have an understanding of the concept. Even though teachers were not familiar with the concept, they had leadership skills which needed to be nurtured by their school principals for them to become effective leaders. This does not seem to be promoted in schools (Lawrence, 2010: Gumede, 2011;

Hashikutuva, 2011). For example, Gumede (2011) found that teacher leaders were not getting support from the SMT and leadership roles were sometimes granted to teachers close to the SMT. Hashikutuva (2011) asserts that teachers themselves resist leadership activities allocated to them because they seemed not to have an idea of what is teacher leadership. Having engaged with a variety of scholars on teacher leadership in the South African, African and international contexts, I became interested particularly, in the case study project on the enactment of teacher leadership in three schools in the Pinetown District because it will assist in explaining how teacher leadership is enacted in schools. Therefore, in order to find out how exactly is teacher leadership enacted and what enhance and inhibit this enactment in schools, a closer exploration of how teachers understand teacher leadership and its enactment in schools examination is warranted.

1.5 Purpose of the study

Seemingly, teacher leadership appears to be reinforced by a democratic approach whereby teachers are given authority to lead in schools at a particular level and it involves enhancement of the learning and teaching process, in the classroom and beyond. This is in keeping with the similar sentiments I share with Hashikutuva (2011, p. 116) who also says that "I believe that teachers can make a difference in their schools if they are given power and authority to lead". I am motivated to explore how this can be done through teacher leadership. This study aims to explain the enactment of teacher leadership in schools. Teacher leaders are to be enlightened that they are leaders who are given opportunities to advance leadership abilities by forming principles that approve their leadership so as to arouse the massive slumbering teacher leadership practice (Katzenmeyer & Moller, 2009). The main purpose of this study is to explore how teachers understand teacher leadership and its enactment in schools, to study how teachers enact teacher leadership in schools and to give an account of why teacher leadership is enacted the way it is done in schools. This study is worth doing because its findings might enable me to fill a gap on understanding the enactment of teacher leadership by teachers in South Africa and add to further knowledge on teacher leadership especially by explaining how teacher leadership is enacted in schools. Hopefully, findings from my study will have certain positive implications for teacher leadership within schools as they will explain how teacher leadership is understood, how teacher leadership is enacted and explain the enhancing and inhibiting factors of enacting teacher leadership in schools.

1.6 Significance of the study

This study is of fundamental importance to add new knowledge on the restricted policy of the democratic country like South Africa on the enactment of teacher leadership. Consequently, this study is necessary as it attempts to explain teachers' understanding of the concept of teacher leadership. It also explores how teacher leadership is enacted in schools and seeks to reveal the factors enhancing or inhibiting enactment of teacher leadership in schools. It is hoped that the insight gained will contribute to other people's understanding of teacher leadership in a South African context and add a South African perception to the worldwide teacher leadership discussion.

1.7 Objectives of the study

The study is steered by these research objectives:

- To explore how teacher leadership is understood in the three Pinetown District secondary schools.
- To examine how teacher leadership is enacted in the three Pinetown District secondary schools.
- To explore factors enhancing or inhibiting enactment of teacher leadership in the three Pinetown District secondary schools.

1.8 Key research questions

The study searches to answer the following questions:

- How is teacher leadership understood in the three Pinetown District secondary schools?
- How is teacher leadership enacted in the three Pinetown District secondary schools?
- What are enhancing or inhibiting factors in enacting teacher leadership in the three Pinetown District secondary schools.

1.9 Clarification of concepts

1.9.1 Leadership

Bush (2008) defines leadership as "the skill to influence others to work together voluntarily". "Leadership is about progressing while directed to guarantee that the institution is succeeding actively in its searches of the informative objectives" (Davidoff & Lazarus, 1999). Bush (2003) suggests that leadership refers to the capability to inspire the actions of individuals or groups ensuring that the part of the leader is imperative to insure that staff members voluntarily accept a meaningful approach towards the institution. Kouzes and Posner (1995) view leadership as a system in which individuals modify peoples' minds and move institutions in this circumstance, forward in order to achieve identified goals. On the other hand, Bush (2008) emphasises that leadership is around starting a mission for the organisation and make sense of guidance. The general term "leadership" seemingly refers to a formal process which is the skill and the system of moving forward in order to inspire people to improve the efforts of an organisation. Primarily, leadership is about "exercise of influence over others towards achieving goals of an organisation" (Christie, 2005, p. 3). In this study the term "leadership" will be frequently but concurrently used with the term teacher leadership to mean teachers applying leadership, irrespective of position (Harris, 2003).

1.9.2 School leadership

School leadership is the process used to encourage school leaders to improve educational capabilities (Hallinger & Huber, 2012). Pont, Nusche and Moorman (2008) define school leadership as significant in the education strategy agenda because it is critical in upgrading school policies, classroom practice and influences between schools and the world at large. School leadership involves supporting and motivating teachers towards the accomplishment of a school's vision based on professional principles (Starratt, 2001). School leadership also refers to activities of an organisation intended to inspire and encourage practices and knowledge understood by other organisational members (Spillane, 2005). According to Pont et al., (2008) "leadership at school leads a significant part in advancing school effects, persuading inspirations of teachers, their surroundings and the school culture". Operational school leadership is a necessity in order to advance the effectiveness of education. Again, school leadership refers to leaders' focus which is based on purposes, responsibilities and behaviours; and to check that all these are facilitated by relevant people in the organisations (Leithwood *et al.,* 2004). The variety of responsibilities for school leadership is based on the improved organisations of the education system, which influence various schools as well as school

leadership roles (Bullock & Thomas, 1997). According to Leithwood, Harris and Hopkins (2008) a key school leadership task is to inspire successful learning and to better staff performances inclusive of staff members' commitments, motivations, conditions under which they work and capacities. Hence, the school leaders' role is to see to the smooth running of the school because schools are influenced by country's education system; and in society for school leaders to manage with cultural, economic and development deviations (Bullock & Thomas, 1997).

1.9.3 Teacher leadership

Teacher leadership is an existing concept which has evolved over some time (Lambert, 2003) which explains the teacher leadership practice as the competency to inspire other teachers to adapt, in doing things they would not generally contemplate without the leader's influence. Teacher leadership according to Muijs and Harris (2003) is gradually perceived as a crucial tool for school enhancement and restitution. Teacher leadership is the skill to inspire other teachers to adjust to effects which might not be normally considered without being led by skilled teacher leaders (Wasley, 1991). The term teacher leadership is again defined by Leithwood, Karen, Anderson and Wahlstrom (2004) as the process whereby teachers jointly or independently inspire principals, other teachers, learners and the community members to advance the education and school culture practices aiming to improve learner accomplishment. These definitions suggest that teacher leadership is a procedure involving persuading other teachers to advance teaching and learning practices. Consequently, teacher leadership seems imperative as a device that permits teachers to participate in formal and informal school activities to improve learners' educational skills and consequences (DeMore Palmer, 2011; Riveros, Newton, & da Costa, 2013).

Leithwood *et al.,* (2004) also states that teacher leadership occurs in different forms in a school including informal and formal activities. These activities include sharing knowledge with colleagues so as to encourage professional growth; engaging in classroom teaching and learning; engaging with other teachers and learners outside the classroom; as part of the whole school development and as a community member (Grant, 2012). Teacher leadership is a flexible structure to allow 'teacher leaders' to form development of confidence with their colleagues (Riveros, Newton, & da Costa, 2013). Teacher leadership as the structure seems to

be linked to teacher leaders because it is the process and an agency which encourages teacher leaders to influence all school stakeholders to advance teaching and learning activities to bring change in a school environment.

Teacher leadership capacity is looked at a broader scope, analysed and defined by leadership qualities, behaviours and expertise by Spillane (2004), Lambert (2005), Day (2007); Muijs and Harris (2007). Teacher leadership is the practice whereby teacher leaders know school cultures, learners and classroom issues and they make sensible choices about teaching because of the immediacy to teaching circumstances for learners to learn further, by so doing they bring lasting change in education (Blanchard & Karr-Kidwell, 1995; Boles & Troen, 1996). Teacher leadership is a practice which plays a formal and informal role within the educational setting (Lieberman & Walker, 2007). Formal teacher leadership refers to a position while informal teacher leadership may be viewed as an informal process whereby teacher leaders assist other teachers and learners with specific tasks without those tasks forming part of their job description (Lieberman & Walker, 2007). Formal teacher leadership usually offers the opportunity to enable school change, better communication and learner achievement (Lieberman & Walker, 2007). The philosophy of teacher leadership involves the engagement of teacher leaders in a professional dialogue by sharing ideas, awareness and practices while participating in collective problem-solving about classroom, whole school evaluation and community issues, with passionate professionalism (Ghwmrawi, 2010). Indeed, teacher leadership has substantial outcomes on the school value, on the learning of learners and school administration and it is this teacher leadership that will be explained on the teacher leadership enactment in schools.

1.9.4 Teacher leaders

There are formal teacher leaders who apply, are chosen and selected for positions and obtain training for their accountabilities; and casual teacher leaders who arise impulsively from the teacher positions (DeMore Palmer, 2011). Formal teachers as I understand them are those who form the SMT, namely the school principal, the deputy principal and HoDs. Conversely, informal teacher leaders are PL1 teachers who spontaneously play leadership roles within and outside the classrooms and in the community. The attention of this study is on PL1 teachers as teacher leaders and how they enact teacher leadership in schools. Jackson, Burns, Bassett and Roberts (2010) indicate that teacher leaders should have leadership, vision, positive effect,

work ethic, openness, team work and risk taking and teacher related skills for them to be recognised as teacher leaders. Again, Jackson *et al*. (2010) recognised the requirement for teacher leadership to improve capacity to work with other teachers as part of teacher leadership enactment. Teacher leaders take chances in initiating new things in order to display their teaching skills and they are also creative thinkers in solving problems (Danielson, 2006; Katzenmeyer & Moller, 2001). Teacher leaders are expected to function in the following areas: in the classroom engaging in teaching and learning, outside the classroom engaging with their colleagues and learners, as part of the whole school development and as a community member (Grant, 2012).

Themes that assist teacher leaders to become better leaders include developing understanding of educational leadership, being part of schools' informal leadership processes, the SMT particularly, the principal should be prepared to create flexible structures to allow teacher leaders to form development of confidence with their colleagues; and by recruiting teacher leaders into leadership roles (Riveros, Newton, & da Costa, 2013). Teacher leaders are therefore expected, amongst other things, to prepare learners to be reflective people and critical thinkers who are able to absorb wisdom and knowledge by making informed rulings, understanding their lives and forming ethical decisions (Groome, 1998). The National Education Policy Act No 27 of 1996 guides and encourages teacher leaders to voluntarily go through development to have professional knowledge which might assist them to participate in these school activities as professionals. Teachers as leaders are encouraged to learn in order to individually develop themselves along with cooperation with their colleagues so as to professionally develop their approaches towards new things and their personal characteristics for own benefit and for the benefit of learners (Van der Heijden, Geldens, Beijaard & Popeijus, 2015). By advantage teachers are both teachers and leaders and consequently are expected to lead by example, so should demonstrate it through their work by implementing new learning and new approaches for this reason they are able to remain in classrooms and teach (Lattimer, 2012). Teacher leaders, therefore, through different roles they play which are highlighted above of which one is to prepare learners in schools, hold leadership positions and they qualify to be addressed as teacher leaders. Having clarified the key concepts, one should know the difference amongst them so that the terms teacher leader and teacher leaders can be correctly understood because they will be frequently used in my study.

1.10 Organisation of the study

The report comprises five chapters.

In Chapter One the key features and general background and the problem statement of this study are discussed. The introduction of this study points out a short summary of teacher leadership enactment in schools. The purpose, rationale and the significance are presented. The objectives and the key research questions that guide this research study are listed, and then the clarification of key concepts follows. This chapter concludes with a short summary of the approach applied in this study.

Chapter Two firstly, explores in–depth the theoretical framework that underpins the study namely, Grant's (2012) teacher leadership model and literature review are presented. Secondly, this chapter explores teacher leadership as an objectively new phenomenon to education within schools. Associated studies will be studied where the importance of teacher leadership, teacher leadership in the classroom, teacher leadership beyond the classroom, teacher leadership in the whole school development and teacher leadership in the community will be explained. The final part of this chapter will investigate factors enhancing teacher leadership and challenges that need to be overcome. Specifically, literature will be studied surrounding the teacher leadership enactment in schools. Lastly, after outlining associated studies on teacher leadership, the chapter closes with the summary.

Chapter Three focuses on the methodology and design. Qualitative approach was briefly explained and discussed. I then discuss the interpretive paradigm, the case study design, sampling and methods used to generate data. Then I explained how I chose the three schools and the research participants and how I got access to the schools. Furthermore, I explored ethical considerations, data analysis; delimitations, limitations of the study and I concluded with the summary of the chapter.

Chapter Four focuses on the data analysis, the data interpretation and discussion of my research findings. Chapter Four presents the findings per school – Garden School is presented first followed by Colour School then lastly Animal Farm School follows much later on in the chapter. Explanation of teacher leadership enactment in schools is presented. Data presentation is in response to the key research questions.

In Chapter Five, the conclusions and the recommendations that arose from the study are presented. A comparison of the enactment of teacher leadership across the three schools will be revealed in this Chapter. The last part of this chapter suggests few recommendations for more research on the concept teacher leadership in schools.

1.11 Chapter summary

This chapter comprised the introduction, the background and the problem statement to the study on teacher leadership enactment in three schools in the Pinetown District. Background and the problem statement were followed by a detailed description of the purpose and rationale of the study, where I focused on teacher leadership in South African schools and how it is understood, how it is enacted and how it is done, specifically in the three schools of my study. The goal of this first chapter was to give an overview of the entire study and that was achieved by outlining the significance of the study which was then followed by the objectives of the study and the key research questions that informed the study. I then clarified the key concepts to familiarise the reader with the key aspects of this study. The chapter concluded with a clear summary of all chapters forming this dissertation. Having presented what this chapter entails, Chapter Two provides the theoretical framework and literature review on the enactment of teacher leaders in schools.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

In Chapter One, I discussed an orientation to the study. Chapter Two firstly, presents the theoretical framework underpinning my study as it will familiarise the reader with the zones that clarify the process of teacher leadership. Then the importance of teacher leadership and who teacher leaders are will be explained. The final part of this chapter will investigate factors enhancing teacher leadership and challenges that teachers need to overcome will be highlighted. Specifically, literature will be studied surrounding the teacher leadership enactment in schools. Lastly, after outlining associated studies on teacher leadership, this chapter will close with the summary.

2.2 Theoretical framework

A theoretical framework is the notion that is chosen by the researcher to direct him/her in the research conducted. The theoretical framework is applied in the study as either a theory or a model so as to clarify what is explained in the study conducted (Imenda, 2014). From a theoretical framework a researcher draws concepts in order to explain his/her study (Imenda, 2014). Taking from the above explanation of the term theoretical framework, my study was guided and was underpinned by Grant's (2012) teacher leadership model. The teacher leadership model developed by Grant (2012) will be utilised to conceptually explain the zones of teacher leadership. This theory indicates that teacher leaders engage in educating and guiding learners in the classroom. Such is done by developing relations with other teachers through school development initiatives while engaged in, for example, teacher unions, School Governing Bodies (SGBs), teacher forums, clusters, to mention but a few.

This study is underpinned by Grant's (2012) teacher leadership model. I chose the teacher leadership model because it is best suitable for my study and it helps explains how the enactment of teacher leadership in schools could be applied. Grant's teacher leadership model is applicable to my study as it explains the importance and practice of teacher leadership. This theory will guide me to bring a better understanding of teacher leadership enactment in the three schools in Pinetown District. As the teacher leadership model will be applied in my study, this model seems to hold the same view as Fullan and Hargreaves (1996) that teacher leadership is the ability and an obligation to contribute beyond the classroom by teacher leaders. I will use Grant's model as a guide to study the teacher leadership enactment in the highlighted zones in

the three selected schools. It will assist me to analyse how and why teacher leadership is enacted in schools. Below, Grant's (2012) four zones are briefly discussed.

2.2.1 Grant's (2012) teacher leadership model
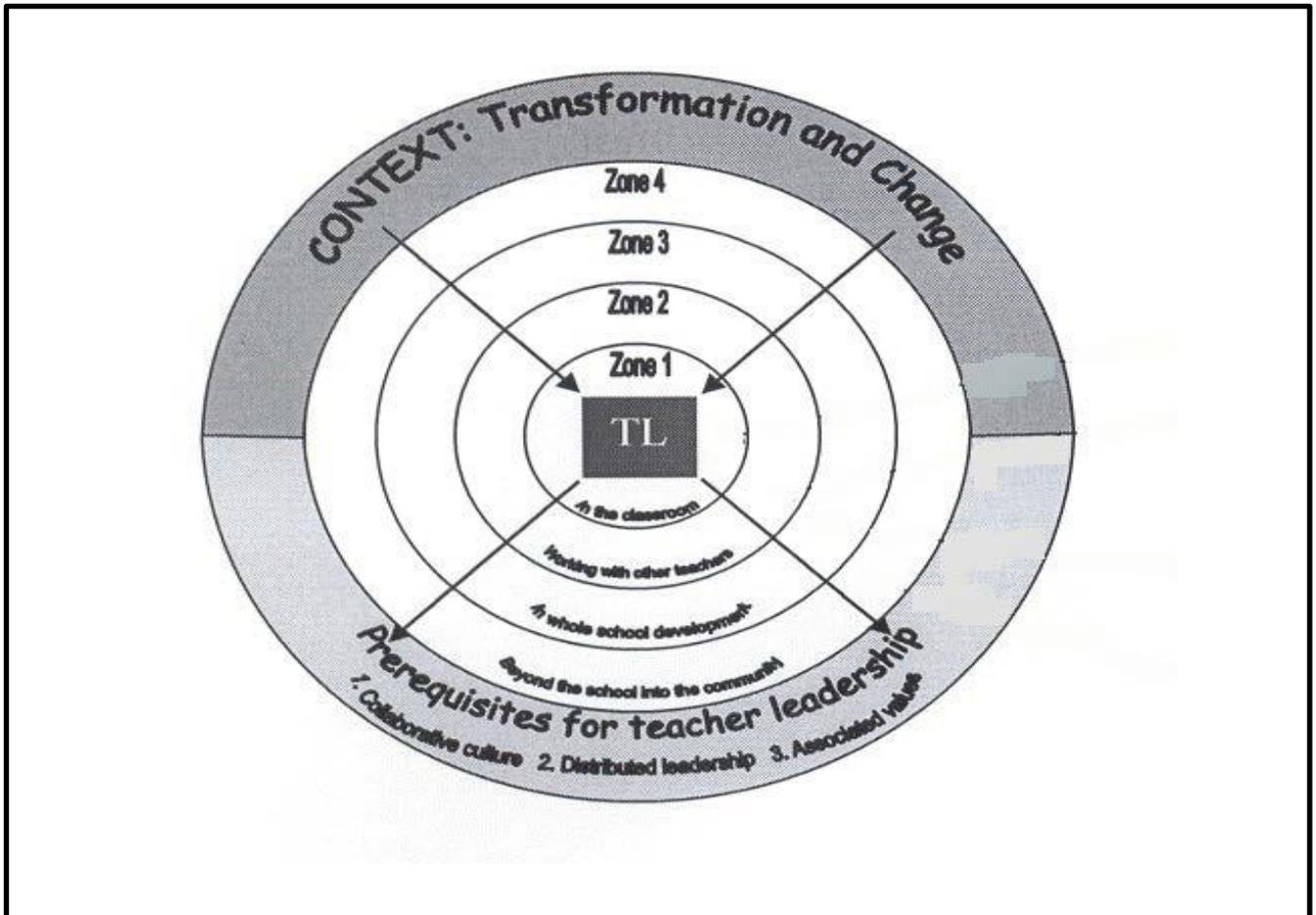
Figure 1: Model of teacher leadership with zones and roles (Grant, 2008, p. 93)

Grant's (2012) teacher leadership model will be utilised in this study. The teacher leadership model developed by Grant (2012) will be utilised to conceptually clarify teacher leadership zones. This model centres teacher leadership on four zones. In *zone 1*, teacher leadership within the classroom where teachers lead the teaching and learning process is explained. Consequently, teacher leadership role continues to teach and to advance individual teaching such that those teachers can lead in their schools without inevitably having to withdraw from the classroom permanently. In the second zone, teachers lead outside the classroom by developing relations with their colleagues. The teacher leadership roles include amongst the

few, leading in-service training, assisting other teachers and providing curriculum development knowledge (Grant, 2006).

In the third zone teacher leaders are more complex in the whole school development matters such as developing the mission statement of the school as well as developing the school policy. Teacher leaders' roles in this zone are leading and organising evaluations of school practices and contributing towards the school level policymaking. In zone 4 teachers lead in community life by networking with community members. This zone emerges outside the school restrictions into the community and amongst the neighbouring schools with other teachers. This is done by providing the curriculum improvement understanding and assisting teachers in other schools such as in clusters where teachers share resources and ideas in various subject areas. Teacher leaders lead because they offer a transformation to learners, their colleagues, the school and the community (Mendez-Morse, 1992). The use of four zones and roles of Grant's (2012) teacher leadership model might be of assistance in my study while exploring the enactment of teacher leadership in schools. This can be achieved by finding out from teacher leaders and SMT members of the three schools covered in my study on how they enact teacher leadership in their schools.

Grant's (2012) teacher leadership model indicates that teacher leaders engage in educating and guiding both teachers and learners. Teaching and learning occurs within the classroom, but does not end there. Beyond the classroom, relations can be developed with other teachers through school development initiatives, for example, teacher unions, School Governing Bodies (SGBs), teacher forums, clusters, to mention but a few. Again, as this model will be applied in my study this model holds the same view as Fullan and Hargreaves (1996) that teacher leaders are able to operate outside the classroom using their teacher leadership skills. The use of the four zones in my study will enrich my analysis and will be a guide to study how teacher leadership is enacted in schools. Also, I will be able to locate the areas in which teacher leaders engage in leadership roles and how teacher leadership is enacted in secondary schools. To follow after clarifying teacher leadership in the community, is the explanation of the importance of teacher leadership.

2.3 The importance of teacher leadership

Teacher leadership has become an imperative feature of modern initiatives to improve the teaching in schools through various roles they play within classrooms and beyond (Grant, 2008). Teacher leadership acts as a teacher agency which assures that teachers' school work is maintained through creating relationships. Teachers are provided with resources by school leadership and barriers should be broken down throughout the whole school in order to advance learners' educational skills and results (York-Barr & Duke, 2004). Consequently, teacher leadership seems essential as a device that lets teacher leaders to participate in professional leadership positions (Riveros, Newton, & da Costa, 2013). Literature, displays that teacher leaders execute various types of leadership roles in schools (Gumede, 2011). These roles can be within classrooms and beyond (Grant, 2006).

From South Africa's policy perception, teacher leadership is observed as fundamental to the effective application of the capabilities of a teacher as explained in the Collective Roles of Teachers in a School (Republic of South Africa, 2011). Among other things the roles of teacher leadership are facilitating, coaching, mentoring, training, forming fresh methods, leading study clusters, keeping the school structured and heading towards its objectives (Katzenmeyer & Moller, 2001). Teacher leadership facilitates through involvement of teacher leaders in developing the curriculum and extramural programmes to be instigated and monitored in schools (Harris & Muijs, 2005). Teacher leadership coaches by encouraging a more mutual and democratic social system for schooling in schools (Somdut, 2012). Teacher leadership mentors by moving towards the goals of developing new or less experienced teachers (Kuzwayo, 2013). Teacher leadership is also engaged in the role of training by sharing and educating teachers the strategies of addressing matters of conflict and uncertainty in schools, at home and in the community (Murillo, 2013). Teacher leadership creates new approaches by participating in the "school decision-making structures" (Republic of South Africa, 2011, p. 80). Teacher leadership leads learner study groups while teacher leaders confine themselves to the classroom guiding learners on how to study in preparation for any form of assessment (Grant, 2006). Teacher leadership also keeps the school organised and moving towards its objectives by participating in the whole school development where they organise and guide peer appraisals of school practice (Grant, 2008). Teacher leadership leads through roles as HoDs, researchers, curriculum specialists, school team members, committee members and instigators of corporations with corporate people (Katzenmeyer & Moller, 2001). Teacher leadership roles should not be obligatory on teachers and that teachers must choose on what aspects to lead

(Chatturgoon, 2008). Through the positions of teacher leaders in their schools to enhance the teaching profession, the importance of teacher leadership is displayed.

Teacher leadership is likely not to be purely about developing teacher leaders by engaging in different roles or decentralising decision making but it is mainly about taking leadership roles to enhance job satisfaction. Teacher leadership will be realistic if job satisfaction offers trust and understanding, and unceasing investigation and improvement of work by teacher leaders (Childs-Bowen, Mollerand & Scrivner, 2000). Teacher leadership is important because it moves focus from leadership as a single action carried out by the school principals to leadership as a shared, disseminated and a representative activity (De Villiers, 2010). Teacher leadership similarly redefines school leadership from a sole role-orientated opinion to an interpretation of leadership being shared and distributed throughout the organisation (Chatturgoon, 2008). Also, it seems as if teacher leadership has more to do with school principals motivating the teachers to become more active participants in the school for them to be more leaders who are responsible and professional in their duties.

In a school, according to David and Lazarus (1997) teachers tend to have a common vision whereby the school develops its strength, determination and motivation in illustrating exceptional contributions of each person in a team. Therefore, my view is that the progress of teacher leadership will solely be contingent on the school manager realising the significance of teacher leadership by motivating teachers to lead where relevant. Teacher leadership promotes decentralisation of power which is defined by Lauglo (1997) as change in the distribution of power from the dominant intervention in the hierarchy of power and can take numerous diverse methods. In this instance when school principals motivate teachers to be vigorous in leadership roles in schools as leaders that can be regarded as decentralisation of power by principals to teacher leaders in order to enhance job satisfaction. Seemingly, the process teacher leadership encourages teacher leaders to influence all school stakeholders to advance teaching and learning activities to bring transformation in a school environment hence teacher leadership in the classroom is briefly explained below.

2.4 Teacher leadership in the classroom

Teacher leadership is to be grounded in the classrooms in terms of teachers being leaders first within and doing relevant practices in their classrooms (Chatturgoon, 2008). A local study by Mbatha (2013) shows that the classroom is observed as a place where teachers lead. This links what is shown by Khuzwayo (2013) that a teacher leads in the classroom and that as a teacher leader in the classroom you lead teaching and learning and you assess as a classroom manager. Grant (2006) states that teacher leaders are expected to improve their classroom teaching. A teacher leader in the classroom has the skill to promote discussions amongst learners while guiding them in the learning process in the classroom (Somdut, 2012). Grant (2008) then concurs that teachers have to be seen as leaders within the classroom, while they continue teaching and improving their own teaching. Continentally, Hashikutuva (2011) confirms that the core focus of teacher leadership remains within the classroom environment whereby the teacher leader leads as an expert the teaching process while improving his/her own teaching. These assertions mean that teacher leaders also have the role of facilitating learners' progress in education.

The classroom according to Lawrence (2010) must serve as the most active group leadership effort and should serve as a collaborative learning environment for both learners and a teacher. Again, Lawrence (2010) highlight that teacher leaders saw their classrooms as a safe place where they learnt to understand themselves and learners together with their leadership efforts, therefore acquiring knowledge shared by peers for them to be effective teacher leaders. Lawrence (2010) similarly pinpoints that teacher leaders create a safe and secure space in the classroom since that environment allow their expertise to flourish. The international study indicates that one research participant who is a teacher leader highlighted that for them teacher leadership has been entirely enacted in the classroom (Murillo, 2013). Roles of teacher leaders entail being a classroom manager, being in charge of classroom administrative activities, teaching and inspiring learners to achieve good results and being in control of all classroom activities taking place (Chatturgoon, 2008). Hence, Harris and Muijs (2005) show that teacher leadership activities include, on-going teaching in the classroom which assists to improve individual teaching skills. I believe that every teacher is aware of teacher leadership skills that need to be shown and enacted while teaching in the classroom and that it is not only learners that benefit during that teaching and learning activity but the teacher leader benefits as well. Teacher leadership in the classroom is likely to include practices such as class management, class administration, and controlling, inspiring and teaching learners.

2.5 Teacher leadership beyond the classroom

Findings showed that teacher leadership enactment extends itself outside the classroom territory to that of extramural activities where teacher leaders are mostly involved in various committees and sporting activities (Lawrence, 2010). Teacher leaders are informal education specialists who teach learners at school in the classroom, they also lead both learners and other teachers outside the classroom within and outside the school premises in order to enhance learners' education skills (Katzenmeyer & Moller, 2001). Within *zone 2* of the teacher leadership model, teacher leaders' efforts with other teachers in extracurricular and extramural activities, they also provide Curriculum development knowledge, they partake in enactment assessment of teachers, and they assist other teachers (Grant, 2010; Chatturgoon, 2008 & Gumede, 2011). Lawrence (2010) also agrees that teacher leaders provide Curriculum knowledge to new teachers by supporting them with curriculum issues such as year plans, lesson plans, work schedules, syllabus coverage, guidance in the preparation of lessons and giving them meaningful feedback. In findings of other studies Moonsamy (2010) discovered that there are teacher leaders who are known as grade controllers in their schools, meaning that they work with other teachers outside the classroom in extramural duties.

Other teacher leaders according to Moonsamy (2010) are engaged with inspecting and moderating summative assessment tasks across the grade and moreover provide feedback to both teachers and learners to improve teaching outcomes. Other teacher leaders beyond the classroom participate in Integrated Quality Management System (IQMS) whereby they inspire teachers to advance themselves and to attend courses and meetings (Moonsamy, 2010). Other teacher leaders serve on grade committees as heads of learning areas where they lead and assess their colleagues with the intention of creating effective teaching and learning educational practices in schools (Lawrence, 2010). Staff members that work together are determined to improve the whole school development and reflect that teacher leaders who work with fellow staff members will improve teaching and learning in schools (Day & Harris, 2002). A teacher leader must mentor other teachers (Slabbert, 2013). This is done to improve teaching and learning (Molefe, 2010). Teacher leaders in one of the continental studies were HoDs, and time was reserved for such teacher leadership undertakings and they were obtainable to their colleagues because they extended their influence beyond own departments and their interest was not in greater levels of authority but in supporting school cultures (York-Barr & Duke,

2004). One international study states that teacher leaders help other teachers as resource providers whereby they share instructional resource materials and are instructional experts who assist their colleagues by implementing the operational teaching approaches (Harrison & Killion, 2007). Teacher leadership appears not to take place in classrooms only, but teacher leadership skills are extended by teacher leaders to other teachers in the form of extramural activities.

2.6 Teacher leadership in the whole school development

In *zone 3*, teacher leaders enact teacher leadership outside the classroom leading their colleagues to contribute towards the whole school development (Grant, 2006). Teacher leadership mainly focuses in the classroom activities but is not only confined to the classroom because teacher leaders also work with other teachers, the SMT and parents to shape a school community (Grant, 2010). Teacher leaders are also engaged with the concerns of developing the whole school for instance, the policy of the school development (Grant, 2010). Teacher leadership in the whole school development forms part of Grant's (2012) *zone 3* whereby teacher leadership occurs at a school level and roles of teacher leaders mainly involves organising and leading in schools (Kajee, 2011).

Teacher leadership also emphasises on leadership whereby teachers cooperatively work to outline the determinations of the whole school development (Day & Harris, 2002). Other participative teacher leadership roles according to Gumede (2011) are joining in the Assembly Roster, taking turns in addressing the learners in the assembly and making announcements, the Ground Duty Roster and Feeding Roster whereby teacher leaders take turns in guiding the learners in the grounds during the tea and lunch breaks. Teacher leaders' roles in the whole school development also comprise school level decision-making where teachers participate in school fund-raising, school development teams, being members of the SGB or Board of Governors (BOG) and by belonging to various committees like catering, fundraising, sports, music committees to mention but a few (Chatturgoon, 2008; Gumede, 2011).

According to Grant's model (2012), zone three, is where teacher leaders should be involved in leadership practices in the area of whole school development. Grant makes reference to teacher

leadership in association with sport, extramural events and the school task teams, because they are related to developing school policy and staff (Lawrence, 2010). Schools are viewed as communities where teachers and learners develop and learn together and teacher leaders do this by involving themselves in school activities, professional development by using the support they obtain from fellow teachers and the SMT (Harris & Mujis, 2003). Outside the classroom in the whole school development, teacher leadership looks imperative as teacher leaders participate in schools' decision making, organising and leading other teachers.

2.7 Teacher leadership in the community

Teacher leadership within the community forms part of Grant's (2012) theory as the forth zone, which encompasses going beyond own school to neighbouring schools by providing curriculum knowledge (Kajee, 2011). This zone states that teacher leaders must extend themselves beyond their usual classroom and school duties into the community (Lawrence, 2010). According to Grant (2006) teacher leaders that fit into this zone are those that are on the SGB, trade unions, the union site representatives, Cluster coordinators, to mention but a few. These roles are associated with leading other teachers outside their schools in order to enhance Curriculum development (Grant, Gardner, Kajee, Moodley & Samaroo, 2010). Generally, teacher leaders in this zone seem to help other teachers across schools in the district by sharing resources, advances and teaching practices.

Grant (2008) argues that teacher leadership must not be limited by the school boundaries but must be promoted within the school community and its surroundings. Therefore, Alexander (2012) suggests that teachers as professionals are to become leaders within their learning community to develop themselves, learners, the school and the community. Seemingly, studying through Grant's (2012) teacher leadership model, little teacher leadership is evident in *zone 4* (Somdut, 2012). In *zone 4*, teacher leadership is enacted beyond the school into the community by providing Curriculum development and leading professional education in a form of clusters to assist other teachers (Grant, 2012).

2.8 Factors enabling teacher leadership enactment

In this section, factors enabling teacher leadership enactment in schools are briefly clarified by literature aiming to find out how teacher leaders and the SMT view the enactment of teacher leadership and how teacher leadership is enacted in schools. Teacher leadership is the process which does not happen by chance (Somdut, 2012). One teacher leadership requirement is to empower and inspire teachers to become leaders (Harris & Lambert, 2003). Teacher Leadership depends on the readiness of the school management to renounce authority to teachers in schools (Harris & Muijs, 2005) of which failing to renounce that authority may lead to teachers left out in the leadership of the school and only limited to teaching in the classroom. Gael (2010) also emphasises that teachers experienced teacher leadership as limited to classrooms only and that there is minor leadership being disseminated to PL1 teachers by the school management at an entire school level.

Factors which promote the enactment of teacher leadership are trust, school culture, collegiality, teamwork amongst the SMT and teachers to explain the roles and their aims, collegiality, interpersonal skills and empowerment (William, 2011). The enactment of teacher leadership according to Kuzwayo (2013) has to be informed by the partnership of all stakeholders in schools whereby the principal's participative leadership style permits involvement of all stakeholders in decision-making (Somdut, 2012). I now move on to discuss factors enhancing teacher leadership.

2.9 Factors enhancing teacher leadership

Teacher leadership has noticeable factors that enhance teacher leadership in schools (Ngcobo, 2011). Literature has different clarifications in so far as these noticeable aspects are concerned (Ngcobo, 2011). The main factors for successful teacher leadership according to Troen and Boles (1994) include understanding the school culture, collaboration and support from school principals. The key factor in the enhancement of teacher leadership in schools according to Grant (2008) is the current school culture which should be done by developing teacher leadership by practising distributed leadership by school principals where teachers are able to have their opinions received and where school principals provide teacher leaders chances to lead. There are many factors which

promote and encourage teacher leadership. To follow are few factors that different scholars and advocates of teacher leadership have observed.

2.9.1 The school culture

The key important factor in the enhancement of teacher leadership in schools is the existing school culture. Schools should develop a culture of teacher leadership and distributed leadership where teachers are able to have their voices heard and where school principals are able to give them opportunities to lead (Harris,2004 ; Harris and Muijs, 2005 ; Singh 2007 & Grant, 2008). Culture is a very significant factor because it determines whether teacher leadership occurs or not in the school. If it is within the school culture to allow teachers to engage themselves in teacher leadership, it then occurs smoothly. That arouses interest amongst educators to embark on leadership roles in their school because they see it as being recognised and accepted. This culture produces confident teacher leaders who will come with new initiatives. It will produce teacher leaders who can identify opportunities and roles, leading to teacher leaders who have a good vision about their school. It is through this culture that the teachers will be able to strive to move their school and put it at another point because of the leadership roles they play. It is through this culture that the school will produce representatives who will be brave enough to market their school. This culture will create teachers who are extended professionals (Hoyle, 1980). The extended professionals are those teachers who grab any leadership role opportunity and utilise it for personal development and for the benefit of the school. The school culture should be in support of teacher leadership in order for it to happen.

2.9.2 Collaboration

Collaboration among teachers has been found to be a necessary component of school improvement and change as well as a contributory factor to teacher leadership (Little, 1995). The shared goals and values at the core of teacher leadership are also an important influential factor in promoting teacher leadership (Hargreaves (1991). Research has shown that effective schools place emphasis upon the teaching and learning process and invest in teacher development time. Smylie (1995) points out that teacher leadership can improve teacher effectiveness in a number of ways. For him, the emphasis on continuous learning and excellence in teaching can improve the quality of teachers, while the emphasis on spreading good practice to colleagues can lead to increasing the expertise of

teachers throughout the school. The increased expertise and confidence of teachers, coupled with the greater responsibilities vested in them, will make teachers more willing to take risks and introduce innovative teaching methods, which should have a direct positive effect on teacher leadership. Katzenmeyer and Moller (2001) suggest that empowering teachers through teacher leadership improves their self-efficacy in relation to pupil learning. A study by Ovando (1994) found that when teachers took on leadership roles it positively influenced their ability to innovate in the classroom and had a positive effect on student learning outcomes. In the South African school context the task of the management team is to unearth the potential and expertise of teachers interested in taking on leadership roles outside their classrooms. By so doing, the staff can work collaboratively towards whole school development and effectiveness. However, in the school in which collaborative practices were well established, responses to teacher leaders proved to be more positive and strong peer networks are a key source of support for teacher leadership.

2.9.3 Support from school principals

School principals play a key role in developing and motivating teachers to take up leadership roles as suggested by Fullan (1991, p. 10) that "good leaders foster leadership at other levels." Harris and Lambert suggest that "leadership of the head is still the most vital and urgent form of intervention" (2003, p.37). Similarly, Buckner and Mc Dowelle (2000, p. 134) found that to support teacher leadership in schools, "principals need to encourage teachers to become leaders." Principals of schools need to help teachers to develop leadership skills and provide positive and constructive feedback within the practice of leadership. Murphy (2005) and Barth (2001) hold similar views on the enhancement of teacher leadership. They see the school principal as having the greatest influence on teacher leadership in schools and are crucial to the health and performance of teacher leaders. This is because "heads set the climate for change, they enthuse others to take responsibility for change and development" (Harris and Lambert, 2003, pp.37-38). Within schools, principals need to provide the infrastructure to support teacher leadership. Echoing this, Davidoff and Lazarus (1997) suggest that it is the school principal, who must support and encourage from within, and recognise the intrinsic worth of all people in the school. This highlights the importance of school principals creating opportunities to lead that will enhance teacher expertise. In line with this view, Barth (2001) notes that a principal's greatest challenge is one of tapping teachers' expertise and experience to facilitate enlightened decisions. Slater (2008) indicates that as school principals share their leadership roles and their loads, the success of their performance will be determined by their

ability to inspire a culture of empowerment by acting as Hero-makers rather than heroes. Senge (1990) holds the view that people, will excel not because they are told to do something, but because they genuinely want to. Harris and Lambert (2003, p. 47) state that "the head that enables teachers to build their own informal authority and demonstrate leadership behaviours will generate leadership capacity." Therefore, in my opinion, it is important that teacher leaders are empowered, respected and valued for their work, knowledge and experience that they add to the school as they go an extra mile in achieving quality teaching and learning. However, I am also of the view that not only school principals but teacher leaders themselves are a source of their own empowerment and support of teacher leadership within the school. Having highlighted factors enhancing teacher leadership, challenges that need to be overcome are discussed below.

2.10 Challenges that need to be overcome

Like any approach, teacher leadership is not without challenges (Somdut, 2012). There are various challenges to teacher leadership which are structural and function in schools that mark disseminated methods of leadership problematic to enact (Harris, 2003). Next, I want to look at the various factors that are considered to be enhancing teacher leadership in schools.

2.10.1 The 'top down' structural leadership style used by school principals

A significant challenge to teacher leadership according to Katzenmeyer and Moller (2001) acknowledged in literature concerns the 'top down' structural leadership model that still dominates in countless schools. Harris and Lambert (2005) also highlight the 'top-down' leadership model that dominates many schools as one of the greatest internal challenges. These organizations influence in contradiction of teachers accomplishing sovereignty and taking up leadership roles within the schools. The existing order of leadership within primary and secondary schools meant that authority only existed within the SMT (Harris, 2004). Leadership in this instance refers to the school's management team. Another great challenge for principals in teacher leadership as explained by Pillay (2008) is the skill to share power because they consider decentralising power as threat to their authority. It seems as if most principals believe that they are the only people in schools who can make decisions in any matter related to their schools. Kajee (2011) determines that there are principals who attempt to enact teacher leadership in schools but when teacher leadership roles do not match, there seems to be misperception between school principals and teacher leaders. Thus, this seems to lead to

question numerous types of leadership that exist in South African schools and that raises the question of the level of teacher leadership enactment in schools and if teacher leadership does take place in schools or not. Therefore, some structural change is needed in order to overcome challenges within schools where principals do not have to renounce full control (Lawrence, 2010).

2.10.2 Teachers as barriers

Another challenge of teacher leadership is "teachers" as they themselves are a challenge to teacher leadership because they lack training to assist them and finances to assist themselves (Leithwood, Jantzi & Steinbach, 1999). Sometimes it is challenging to support teacher leaders monetarily especially in the "no fee schools" (Mokhele, 2016). Other teachers do not want to avail and commit themselves to leadership roles because they do not want to take the initiative by leading beyond their classrooms because they trust that it is the role of the principals to lead (Grant, 2006). Other teachers feel isolated from colleagues when they take on leadership roles and Grant (2006) notes that, most teachers believe that the principals' role is to lead and that the teachers' role is to obey and follow the instructions.

2.10.3 Time as a barrier

Despite the fact that teachers are a barrier to , time is another barrier to teacher leadership (Hashikutuva, 2011). This view is also shared by Leithwood (1999), Harris (2004) and Grant (2006) where they indicate that absence of time is a major obstacle to teacher leadership. Also the research done by Steyn and Squelch (1997) agrees with this view that time is recognised as a key challenge to teacher authorisation because by actively engaging in the process of decision making seemed time intense, particularly because it involves sitting for meetings within school hours. There are researchers who highlight that time taken for work outside the classroom possibly affects time needed for learner therefore this leads to insufficient time for teachers to exercise leadership activities (Leithwood *et al*., 1999). Lack of time forces teacher leaders to make challenging choices in prioritising tasks that need to be done, consequently teacher leaders tend to give their teaching responsibility more attention thus restricting time available for leadership outside the classroom (Zepeda, Mayers, & Benson, 2003). Both teachers themselves and lack of time also seem to be challenges that might hinder the practice of leadership in school which calls for creative strategies to overcome these obstacles.

2.10.4 Other challenges

Seemingly, there are other various challenges that impede the practice of teacher leadership in schools; the lack of the teacher leadership knowledge itself in a school location is an oversight (Forde, 2010). Most teachers who have spent a considerable portion of their working lives teaching in schools have encountered other teachers who 'fit the bill' of teacher leaders who embrace potentials of excellent teachers who are willing to share their best practice, committed to curriculum improvement and devoted to learner achievement (Forde, 2010). There is lack of acknowledgment of senior teachers in schools (Chatturgoon, 2008). Where support from the SMT is not imminent, the opportunities of teacher leadership are reduced (Harris & Muijs, 2005). Again, Harris and Muijs (2005) found that in schools where principals choose whom to give leadership roles and choosing certain teachers to take on leadership roles can have a negative effect on other teachers which might lead to the division causing teachers to work in isolation and not as a team.

According to Donaldson (2006, p.102) other challenges to teacher leadership according to include the following: "resistance, dismissal by colleagues, unwillingness to mobilize themselves, norm of autonomy that permits colleagues to dismiss them and their efforts to build connections, teachers ignoring informal attempts to organize and to cultivate collective action, philosophical divisions, interpersonal conflicts that rule the staff culture". Ordinarily, while much is known about teacher leadership but less is known about how this occurrence plays a role in developing the domain, inclusive of South Africa and nothing much is known about what the SMT thinks and how they back teacher leaders in their schools and all this is associated with lack of teacher leadership knowledge (Mokhele, 2016). Below, is the chapter summary.

2.11 Chapter summary

This chapter firstly, explored in–depth the theoretical framework that underpinned the study namely, Grant's (2012) teacher leadership model and literature review were presented. Secondly, this chapter explored teacher leadership as an objectively new phenomenon to education within schools. Associated studies highlighted the importance of teacher leadership, teacher leadership in the classroom, teacher leadership beyond the classroom, teacher leadership in the whole school development and teacher leadership in the community will be explained. The final part of this chapter investigated factors enhancing teacher leadership and challenges that need to be overcome. Specifically, literature studied surrounding the teacher

leadership enactment in schools. Chapter Three will discuss the research design and methodology that was used while conducting this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter Two reviewed literature on exploring the enactment of teacher leadership. In this chapter I explain the methodology that was used to conduct the study. Sampling methods, methods of data generation, description of participating schools, key research participants, trustworthiness measures, as well as ethical issues are discussed in detail in this chapter. Lastly,

after outlining the delimitations and the limitations of the study, I bring this chapter to a conclusion by summarising it.

3.2 Qualitative approach

A research design is a framework of how the researcher anticipates conducting the research Mouton (2001). Conversely, Meyers (2002) regards a research design as a tool used to distinguish and articulate the world of social experiences. A research design is a procedure of how one plans conducting one's research and lengthens the decisions from extensive expectations to thorough methods of data generation and analysis (Schensul, 2012). Crotty (2003) states that research design choice depends on research objectives. Consequently, the type of the problem explored seems to determine the choice of research design to be used. This study was qualitative in nature. I found it appropriate to employ qualitative method as this explores data in the form of words rather than in quantities (McMillan & Schumacher, 2010).

A qualitative researcher intends to make sense of naturally occurring understandings, social circumstances or occurrences (Terre Blanche, Durkheim & Painter, 2006). On the same issue qualitative research is concerned with accepting the process, the social and cultural contexts which inspire numerous social patterns and generally concerned with explaining the descriptive questions (Rubbin & Babbie, 2012). It is also noted that Cresswell (2014) declares that the purpose of a qualitative research is to realise a precise collective situation, occasion, role, group or collaboration and mainly an exploratory process where the researcher regularly marks logic of a communal occurrence by classifying and matching the object of study. The choice of qualitative research approach was relevant and appropriate for my study which aimed at making sense of teacher leadership by giving an in-depth descriptions and explanations of how teacher leadership is enacted in schools. It aimed at understanding the phenomenon by describing behavioural patterns explaining the enactment of teacher leadership in schools.

3.3 Interpretive Paradigm

In an attempt to define "a paradigm" Punch (2009) states that a paradigm is a set of norms about the world, about what creates suitable systems and topics for questioning about and observing the world, thus having suggestions for methods. Guba and Lincoln (1994) argued that it is as a set of philosophies about the culture of communal detail which is the fact about the world and the person's position in it. Steenhuis and de Bruijn (2006) outlined three

empirically oriented paradigms, namely positivism, interpretivism and post-positivism. Interpretive researchers are different from positivist and post-positivist researchers who trust that the world is in a static state. Due to these assertions, I adopted the interpretivist paradigm which guided the research action and the outcomes of my study.

Bertram and Christiansen (2014) regard the interpretivist paradigm as the paradigm that aims at improving social world and how people make meaning of their specific actions and how they make sense of their worlds. Creswell (2005) posited that interpretivist researchers generate a theory that is grounded in observing for frequent patterns throughout the research process. While, Nieuwenhuis (2007) noted that, interpretive paradigms mainly consider human behaviour and involve interaction with various people. I located this qualitative research study in the interpretive paradigm. Ontologically the interpretive paradigm is based on the knowledge that there are multiple truths (Lincoln & Guba, 1994). Grix (2004, p. 59) defines ontology as the study of the " claims and assumptions that are made about the nature of social reality, claims about what exists, what it looks like, what units make it up and how these units interact with each other". Epistemologically the interpretive paradigm, the assumption is that knowledge is socially constructed (Maree, 2011). This paradigm was deemed appropriate because I sought to understand, explain and demystify social reality about the enactment of teacher leadership in schools through the eyes of different participants in this study (Cohen, Manion & Morrison, 2011).

This paradigm recognises familiar connection between the researcher and what is being explained and aims to produce an understanding of the social context of the phenomenon and the methods whereby the phenomenon is being influenced. In the interpretive paradigm, peoples' understanding and clarification of social phenomena are researched (Bertram & Christiansen, 2014; Cohen, Manion & Morrison, 2011). The paradigm recognizes the connection between the researcher and what is discovered and the goal is to create an acceptable shared background of the occurrence and the procedures whereby the phenomenon is influenced (Cohen, *et al.,* 2011).

As an interpretivist researcher, I take a position that knowledge of reality is a collective structure by social performers and hence it is important for me to discover meanings which research participants give to their activities. My understanding of the enactment of teacher leadership was driven by intimate relationships and interactions I made with the research participants in their

particular contexts. I understood that these interactions could result in many possible interpretations of how teacher leadership is enacted in schools. These interpretations were treated as equally valid. As an interpretivist researcher, I take a position that my explanation of the enactment of teacher leadership in three schools in the Pinetown District was dependent on intimate relationships and interactions I made with the participants in their contexts. I believed that knowledge of reality is a social construction by human actors as stated by Cohen, *et al*. (2011).

3.4 Case study design

A research design reveals for the researcher, what is the most appropriate style of finding data that is needed (Bertram & Christiansen, 2014). This study will adopt a case study design. A case study is defined by Yin (2012) as a detailed inquiry into a phenomenon within its actual setting. It is a systematic and detailed study of a specific instance in its context in order to produce an understanding of and perception into a precise occurrence (Rule & John, 2011). A case study design is utilised by researchers in order to develop an in-depth report (O'Hara, Carter, Dewis, Kay & Wainwright, 2011). A case study research according to Thomas (2011) is an increasingly common approach amongst qualitative researchers hence it is regarded as a study and an investigation of a distinct or a shared case, planned to capture the complication of the purpose of the study (Stake, 1995).

A case study offers context-dependent explanations of practice drawn together from the voices of the carriers of practice in a site (Mackenzie & Knipe, 2006). This study was designed as a small scale case study of three secondary schools under three different contexts, namely rural, township and urban schools in the Pinetown District in the province of KwaZulu-Natal. A case study methodology was appropriate for this study aimed at gaining understanding of the enactment of teacher leadership in schools. I chose a case study design because through this study, I wanted to generate an understanding of and an insight into the enactment of teacher leadership. I attempted to explain how teacher leadership occurs in three schools that were selected for this study and why it occurred the way it did. Such was possible as explained by Yin (1988) that case studies often explore an occurrence in a real-life context.

Each secondary school was treated as a bounded system to provide exclusive examples of actual people (teacher leaders) in real settings (schools), contributing to a deeper understanding of how teacher leadership is enacted in a variety of settings (Rule & John, 2011). Thus, a case

study provided a setting through which to develop understanding of detailed practices and the chance to explain practices inversely (Flyvbjerg, 2001). In my study I utilised a case study style because it is the most appropriate style finding data which is needed. The aim was to capture the research participants' perceptions within a real-life setting which is in my study, the three schools in order to develop an in-depth report by explaining teachers' experiences related to the enactment of teacher leadership in schools.

3.5 Sampling

In this study I utilised purposive sampling to select three schools and nine research participants. Purposive sampling is when the researcher decisively looks for participants with particular standards that are critical to the study and the process is informed by abundant information (Strydom & Delport, 2010). Rubbin and Babbie (2012) share similar opinions and refer to purposive sampling as condemnatory sampling where the researcher exercises his/her judgment in choosing the illustrations grounded on his/her knowledge of the people. I purposively selected three schools assumed to be enacting teacher leadership in the Pinetown District because I work in one of the secondary schools in the Pinetown District. The study also utilised convenience sampling which refers to selecting a sample that is easy to reach (Bertram & Christiansen, 2014).

Three schools that were conveniently located were approached thus ensuring that there were no hindrances of gaining access to each school (Bertram & Christiansen, 2014). These three schools are close-by to my school and it was convenient for me to carry out the interviews at my school during school holidays. I chose three schools that were convenient to me in terms of distance from my home and work place. I am currently a teacher in a school that is located in the Pinetown District therefore; it was easy for me to access those three schools in terms of travelling costs. One school was located in an urban area, another in a township area and the other one in a rural area, to give me a spectrum of the practice of teacher leadership in different settings. The emphasis was qualitative than quantitative because the purpose of this study was not to maximise the amounts but to provide information (Bertram & Christiansen, 2014). There were three participants per school, one HoD and two PL1 teacher leaders. I selected PL1 teacher leaders because they qualified as the sample that would furnish me with the relevant information on the enactment of teacher leadership in schools. I chose the HODs because they

are in the SMT and they could furnish information relevant to the research problem and research questions.

The sample size was decided based on factors such as finance, time and assistance for generating and analysing the data (Strydom & Delport, 2010). The selected research participants were keen to contribute towards my study. There were no personal relationships between the researcher and the research participants. I had asked for the principals' assistance to approach teachers that would be willing to participate by identifying them on my behalf as per the needs of my study. I believe that this sample slightly gave me perspectives across the levels in the school and they were likely to be the reliable sources of my data.

3.6 Methods used to generate the data

3.6.1   Semi-structured interviews

In this study I used interviews as a method of collecting data. Lankshear and Knobel (2005, p. 125) state that "the purpose of the interview is to generate detailed and desired information about an event , program or person that would not otherwise be possible to obtain by means of observation or artefacts collection." For me the interviews were appropriate for this study in order to gain all the information I required from the primary participants about their understanding of the enactment of teacher leadership in schools. According to Cohen *et al.* (2007, p. 348), "the interview is a flexible tool for data collection, enabling multi–sensory channels to be used; verbal, non-verbal, spoken and heard." There are many types of interviews but for this study I chose to do two semi-structured interviews with each participant to ensure confidentiality. Cohen *et al.* (2000) maintain that a semi-structured interview provides a desirable combination of activity and depth and often provides valuable data that could not be obtained by another means. I used semi-structured interviews as a method of data collection in this study.

Hitchcock and Hughes (1995, p. 157) argue that "semi-structured interviews provide room for a researcher to probe and to expand the respondents" responses." I agree with this statement because, as I interviewed the teachers, I felt that in some questions I needed more responses so I had to provide room for negotiation, discussion and expansion of interviewee responses. I selected nine participants for interviews. To remind the reader, three participants per school were selected for the interviews, that is, three from the rural school, three from the township school and three from the urban school. I selected two teacher leaders and one HOD from each

school. As a matter of process, I visited the three schools and spoke to principals of schools informing them about the selection of the three teachers. I then requested for the permission of selecting teachers from their schools. I then made an appointment to meet with the teachers. Teachers were informed by the respective principals of my request. On set dates with the research participants, I agreed with them on the date, venues and the time for interviews. The interviews were done face-to-face and were conducted during the school holiday. All the interviews were conducted at my school in the computer lab at different dates and times.

Each interview took about 45 to 60 minutes. Before each interview session I asked for permission to use the tape recorder to capture everything that was said during the interview. Hitchcock and Hughes (1995, p. 170) state that "teacher researchers have to obtain the permission of individuals to tape record interviews and conversations." Before we commenced the interview I requested that cell phones be switched off to avoid any interruptions. All interviews were audio taped and then transcribed. I used two recording tools to capture the data; handwritten notes and tape recording. Taking notes focused my attention on the content of what the interviewee was saying and much less on how it was said while the use of the tape recorder enabled me to capture voice quality, hesitation and self-correction (Hitchcock and Hughes, 1995). Tape recording, according to Terre Blanche, Kelly and Durrheim (2006) in Terre Blanche, Durrheim and Painter (2006), helps the researcher to remember the feedback they receive from participants. I began each interview by explaining to the participants what the interview was all about. Using the interview schedule consisting of a list of closed and open ended questions, I tried to build rapport and focus the discussion on the experience of teachers on teacher leadership (Morgan, 1994). The questions ended up not following the order of the interview schedule because I had to come up with follow-up questions to probe deeper as the interviewees were speaking. This technique enabled me to receive more data from the participants. The semi-structured interview was focused to allow both teacher leaders and HODs to explain the enactment of teacher leadership in their schools.

During the discussion, I listened attentively and made participants feel that their views were valued, as their responses helped me to understand their take on teacher leadership. Prior to the interview I had a strategy but was flexible during the interview by sticking with the questions, and followed the discussion of the interviewee. I completed the questions within the time fixed in order to respect and be considerate of the research participants. While conducting individual interviews, I considered that I needed to work around the research participants' time and their

availability. Semi structured interviews permitted for probing. Asking questions such as why or how, provided greater clarity and ensured that I obtained how teacher leaders enacted teacher leadership in schools. The interview process gave each of my research participants the chance to discuss and express their own point of view and in so doing enabled them to interpret their own world. This is with the understanding that the interview is a "social encounter" (Cohen *et al*, 2007, p. 134). This is one of the advantages of using semi-structured interviews for, whilst it gave structure to the interview process still allowed me flexibility to probe to obtain rich data to find answers using the research questions.

3.7 Data analysis

McMillan and Schumacher (2001) maintain that in any particular design and data generation strategy, generated data must be analysed. According to Patton (2002), data analysis is whereby generated data is transformed into findings by generating raw data and sifting it so as to remain with the most significant relevant information which will best suit the study. Rule and John (2011) maintain that there are three methods of analysing an interview transcript; content analysis, discourse analysis and thematic analysis. I opted for the thematic analysis process of interpreting the data I generated as my intention was to develop different and similar considerations, definitions and experiences to explain the enactment of teacher leadership in schools. Thematic analysis is used to analyse categorisations, offering outlines, illustrating generated data and is suitable for any study (Ibrahim, 2012). In this regard, Bassey (1999, p.84) states that "fundamentally data analysis is an intellectual struggle with an enormous amount of raw data in order to produce a meaningful and trustworthy conclusion which is supported by a concise account of how it was reached".

My study is qualitative in nature and will result in massive transcribed data generated through interviews. I utilised the three stages in data analysis as suggested by Miles and Huberman (1994) cited in Wellington (2000, p.134) which included data reduction, data organization and data interpretation. Data reduction took place by collating, summarising, coding and sorting data into themes. Then the data was organised on chart paper so that I could make sense of the data and, finally, I had to interpret and make meaning of the data. Cohen *et al.* (2011, p.493) regard this as a thematic content analysis which "involves generating themes or concepts through the process of coding resulting in theoretical conclusions". Rule and John (2011) asserted that the common method of analysing data through interviews is to transcribe the

recorded interview. I transcribed the generated data from the research participants using the semi-structured interviews into a text. After transcribing data, a process of 'coding' which according to Rule and John (2011) allows the researcher to separate data into different themes was used and each theme was assigned to a specific focus. I used open coding by developing emerging themes through an inductive process (Coffey & Atkinson, 1996). In open coding the data is analysed for cohesions that reveal classifications or themes (Leedy, 1985).

I then read the transcripts written from semi-structured interviews conducted and scrutinised this data for commonalities that reflected research participants' understanding of teacher leadership, how to enact teacher leadership in schools and to give an account of why teacher leadership is enacted the way it is done in those schools. The transcripts were used to divide responses into four different themes which represented Grant's four zones of teacher leadership. Each theme was colour coded differently. By doing this, I was able to determine which areas and levels of teacher leadership explained teacher leadership enactment in schools. The use of thematic analysis was time-consuming because it required me to repeatedly read generated data and separate it into different codes using different colours to represent different foci. The use of thematic analysis in my study was effective because coding eliminated over-lapping of generated data. In applying Grant's four zones to analyse data, hard copies of the typed interviews and focus group discussions were analysed by highlighting segments of the data in four colours representative of the four zones. From the frequency of colours I was able to determine in which zones teacher leadership was prevalent.

3.8 Trustworthiness

Trustworthiness refers to postulating relationships and behaviours of finding and evaluating the value of the qualitative study (de Vos, Strydom, Fouché & Delport, 2005). Botha (2011) views trustworthiness in qualitative research as challenging because both the researcher and the research participant function instinctively whereby the substantial hazard is biasness on the researcher's and research participants' side on the questioning part. With this knowledge and information in mind, this study's framework ensured trustworthiness (Lincoln & Guba, 1985). Trustworthiness of any study is accomplished through dependability, credibility, transferability and confirmability (Bertram & Christiansen, 2014). Bearing that in mind, to follow is the

explanation of each of the above mentioned as they are appropriate in any qualitative study to find trustworthiness of the research.

3.8.1 Transferability

I ensured transferability by providing enough details and descriptions of the study to permit readers to conclude on their own what the conclusions and findings are (Cope, 2014; Rule & John, 2011). In my study, I provided descriptive and in-depth explanations and character of the sites so that the reader can confidently make the transfer of results and conclusions to other situations to increase transferability (Shenton, 2004). It is important to note that as mentioned earlier, a case study is based on in-depth experiences of phenomenon as experienced by individuals in their naturalistic setting. Therefore, case studies leave little room for generalisability. However, "reader-determined transferability" (Rule & John, 2011, p. 105) allows the researcher to gain trustworthiness by allowing the reader to resonate with the case at hand. The reader may be aware of other cases which are similar. "By providing thick descriptions of the case and its context, the researcher allows her findings and conclusions to gain a level of transferability which the reader may determine" (Rule & John, 2011, p.105).

3.8.2 Credibility

I also ensured credibility as the series which the case study forms the extensiveness of the case (Rule & John, 2011). Credibility is genuineness of the data and the scholars' understanding of research participants' views (Polit & Beck, 2012). According to Guba and Lincoln (1985) credibility refers to the ability of the researcher to produce findings that are convincing and believable. To make my study credible I went back to the sites with the transcripts to confirm with the participants that what I have recorded is accurate. This is called member checking. Member checking is defined as a quality control process by which a researcher seeks to improve the accuracy, credibility and validity of what has been recorded during a research interview (Guba & Lincoln, 1984; Coffey & Atkinson, 1996; Barbour, 2001; Byrne, 2001; Doyle, 2007). Member checks may involve sharing all of the findings with the participants, and allowing them to critically analyse the findings and comment on them (Creswell, 2007). I adopted semi-structured open-ended individual interviews to ensure that the data I generated was a true reflection of what was really happening in secondary schools in terms of explaining the enactment of teacher leadership. In keeping with Mertens (1998) and Cope's (2014) idea to validate credibility, I checked with my research participants to decide if their understanding

of the world was in accord with mine or not. For clarity, where necessary, alterations were made.

3.8.3   Confirmability

Again, determining whether conclusions of the study could be confirmed by other researchers was stressed (Lincoln and Guba, 1985). Hence, this ensured confirmability which is explained by Cope (2014) as a form of trustworthiness that can be enhanced by the researcher when the researcher uses authentic words of the participants which reinforce the themes. In my study I intended to make appropriate use, where necessary, of verbatim quotes from my participants which will serve to support the themes.

3.8.4   Dependability

The last principle of Lincoln and Guba's (1985) framework of ensuring trustworthiness is dependability. Dependability matches the researchers' record as the data and what actually occurs in the research location (Cohen, *et al.,* 2011). Dependability emphasises diligence and in as far as methodology is concerned in generating findings which researchers can confidently accept (Rule & John, 2011). It was used to provide for the "logical, traceable and documented" aspects of the research (Schwandt, 2007, p. 299). To address dependability, I did not dwell on interviewing teacher leaders only but the SMT members were interviewed as well as in each school.

3.9 Ethical considerations

Before commencing with the study, I requested permission and obtained endorsement from the University of KwaZulu-Natal (UKZN) Ethical Clearance Committee to embark on this study (Aluwihare-Samaranayake, 2012) by applying for the ethical clearance letter. I was granted permission by the KZN DoE to generate data in three schools in the Pinetown District. After I was granted permission I was able to do my study. Clandinin and Rosiek (2007) stated that before conducting the research all researchers should first receive the ethical clearance from the Institution's Research Ethics Board.

The ethical issue I applied in this study was mainly autonomous (Bertram and Christiansen, 2014) because I submitted letters to the principals of three schools where the study was to be conducted. They endorsed their signatures to the letters of request. Prior to conducting the

interview, the research participants were also issued with letters indicating the details of the study such as the topic, the aim and the studies' activities. Consent was obtained from all teachers who were going to be part of the study for the interviews and for content analysis. Partly, the non-maleficence ethical issue also came in to ensure that no participants would be harmed. The research participants had an option of withdrawing anytime from the study should they feel uncomfortable to continue participating in it. Confidentiality regarding the study material was also observed. I was truthful while conducting this study and pseudonyms were given to the three schools and to teachers who were interviewed in order to protect their identity (Bertram & Christiansen, 2014). As per the university regulations, I agreed that the data generated from my study should be stored for five years in a protected site, in order to maintain anonymity even after the research is finalised.

3.10 Delimitation of the study

I delimitated my study to three schools (rural, urban and township) and to two teacher leaders' and one Head of Department's (HoD's) opinions in each of the selected schoosl in the Pinetown District in KwaZulu-Natal.

3.11 Limitations

Accuracy does not exist even though the study is well planned (de Vos *et al*., 2005) meaning that when generating data there will be shortcomings. According to Vithal and Jansen (2006) acknowledging limitations empowers the reader to appreciate what constraints were imposed on the study. Limitations are defined by Creswell (2007) as hidden difficulties recognised by the researchers with regards to their studies. There are some limitations I encountered in this study. The first limitation of my research study was the possible bias and positionality of me as a researcher as I taught at one of the three schools. My own experiences at the school could have influenced how the case was constructed and what it revealed. Therefore it was important to be constantly aware of my position throughout the analysis process and to remain detached from the research findings and to let the data speak for itself. Nevertheless, the goal of the case study is not to oversimplify but to achieve awareness into teachers' understanding of the enactment of teacher leadership in schools. To compact with this limitation, interviews and textual analysis were applied to make the study as trustworthy as possible.

The reason I opted for the case study was because I wanted rich in-depth data. The second limitation could have been the tone of my voice and the way I asked questions somehow influenced the research participants' responses. To address this limitation, I consciously looked at them when they responded and kept on nodding my head to prevent any issues of bias arising from my responses to what they were saying. A third limitation was the use of the tape recorder. Using the tape recorder for the interviews somehow influenced the way the research participants responded to the interviews as some of them seemed nervous to truthfully respond to my questions knowing precisely well that everything they said was recorded. They seemed not to be completely open and honest with me and likely said what they expected me to hear. To overcome this limitation to some degree, I tried by all means to make the research participants feel relaxed by sticking to what I highlighted in ethical issues above.

3.12 Chapter summary

This chapter presented the research design and methodology used in my study. The case study was qualitative and interpretive in nature. This was a case of three schools in the Pinetown District. Three research participants per school constituted the component of analysis. I generated the data to answer the key research questions of this study. I needed thick descriptions of the research participants' viewpoints on how teacher leadership was enacted in each case study school. Semi-structured individual interviews were conducted, to generate the data. The semi-structured interviews were used to explore and explain the enactment of teacher leadership in the three selected schools and to investigate the factors that enhanced or inhibited this enactment. Furthermore, ethical and trustworthiness issues pertaining to my study were also addressed. Three levels of data analysis were briefly explained and thematic analysis was the method used for this study. The chapter concluded with a presentation of the delimitation and the limitations of the study. The next chapter focuses on the data analysis and interpretation.

CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

Chapter Three outlined the research design and methodology of this study and it provided the descriptions of activities and processes undertaken during the data generation. The aim of the study was to explore the enactment of teacher leadership in three schools in the Pinetown District. This chapter presents the major themes and findings which emerged from the data generated using semi-structured interviews. I used Grant's four zones of teacher leadership to locate the zones in which teacher leadership was prevalent. To recap, the research objective of this study was to explore the enactment of teacher leadership in three schools in the Pinetown District. I now present, the findings of the generated data according to my key research questions, namely:

- How is teacher leadership understood in the three Pinetown District secondary schools?
- How is teacher leadership enacted in the three Pinetown District secondary schools?
- What are enhancing or inhibiting factors in enacting teacher leadership in the three Pinetown District secondary schools.

Critical questions are used in this chapter as an organising framework to interpret and present the data. As mentioned in Chapter Three, I used the thematic analysis to interpret data with an intention to develop different and similar considerations, definitions and experiences on teacher leadership enactment in schools. For the sake of clarity, I referred to the model of teacher leadership (Grant, 2012) as the model to interpret the qualitative data generated. In this chapter, I use each zone as the major theme to analyse, interpret and present the generated data. In this chapter, I present my findings independently according to the cases namely, each of the three schools in the study. Research participants' individual information is analysed and described. I ensured that the research participants' characteristics and that of their schools do not in any way disrupt the assurance of confidentiality and privacy given to the research participants throughout the study. Research participants' understanding of the term "teacher leadership" and their understandings of how teacher leadership is enacted in each school, challenges that needed to be overcome and factors enhancing teacher leadership are discussed. To present my findings, I chose to include many quotations from my nine research participants. Research participants' verbatim expressions are presented as they are as no changes are made to correct the language as quoted from the interview responses to plainly capture the research participants' opinions as they are to make the data analysis and interpretation much easier. The profile of the sampled schools and research participants follows.

4.2 Profile of the sampled schools and research participants

Below I present profiles of three schools and nine research participants who were part of my study. The data was generated from three categories of schools namely, rural, township and urban, with different settings. I selected one school from each of the three categories of schools. A total sample of three schools was involved in this study.

4.2.1 Garden High School and Participants Profile

Garden High School is an urban school in Pinetown. Below is the academic profile table for those teachers who participated in my study.

PARTICIPANT	QUALIFICATION	TEACHING EXPERIENCE	POSITION

Miss Avo	BA DEGREE & HED	17 years	HOD
Mr Beet	BA (HONS)	6 years	Teacher
Miss Cucumber	BA (HONS)	4 years	Teacher

Table 1: Names (pseudonyms) and profiles of Garden high school research participants

4.2.2 Colour High School and Participants Profile

Colour High School is a township school in Pinetown, KwaSanti area. Following is the profile table for the research participants in the study.

PARTICIPANT	QUALIFICATION	TEACHING EXPERIENCE	POSITION
Mr Caramel	BA DEGREE	9 years	HOD
Miss Beige	BED (HONS)	11 years	Teacher
Miss Aqua	HED	8 years	Teacher

Table 2: Names (pseudonyms) and profiles of Colour high school research participants

4.2.3 Animal Farm Secondary School and Participants Profile

Animal Farm Secondary School is the pseudonym for the third school I used for my study in the Pinetown District. This school is situated in one of the rural areas of Pinetown. Below is the academic profile table for those who participated in the study.

PARTICIPANT	QUALIFICATION	TEACHING EXPERIENCE	POSITION
Miss Caterpillar	BA (HONS)	16 years	HOD
Miss Ant	BA (HONS)	6 years	Teacher

| Miss Buffalo | BA & HED | 12 years | Teacher |

Table 3: Names (pseudonyms) and profiles of Animal Farm secondary school research participants

With this profile of the sampled schools and research participants, I now move on to present the generated data.

4.3 Data presentation

The following themes emerged from explaining how teacher leadership was enacted in three schools in the Pinetown District: Research participants' understanding of the term "teacher leadership", teacher leadership in the classroom, teacher leadership beyond the classroom, teacher leadership in the whole school development, teacher leadership in the community (Grant, 2012), challenges that needed to be overcome, factors enhancing teacher leadership and a descriptive comparative analysis of the enactment of teacher leadership practices in the three case study schools. To guarantee privacy of the research participants, pseudonyms as shown in the three tables were used. The tables below will highlight how the data has been labelled and provides clarity in identifying direct quotations sourced from the generated data. Quotations are labelled according to the research participants and data generation method. The section that follows presents analysis, findings and discussion of the data for each school, starting with the first case of teacher leadership at Garden high School.

4.4 Analysis, findings and discussion of the data

In this section, I begin with explaining how the research participants in the three schools understood the term teacher leadership. I will then discuss their responses under the following subheadings; enactment of teacher leadership in terms of zones and roles, challenges that needed to be overcome and factors enhancing teacher leadership. I will start by analysing and discussing the findings of generated data from Garden high School.

4.4.1 Understanding of teacher leadership at Garden School

Three teacher leaders from Garden School, namely two PL1 teacher leaders and one HoD, had to explain their understanding of the term teacher leadership. The research participants in the case study school had different views on how they understood the term teacher leadership even

though they understood it as leading in the classroom. However, one teacher leader went beyond and understood it as leading in the school committees also. They described teacher leadership in various ways to show their different understandings. One teacher leader said that generally, each teacher at school is by duty a leader in the classroom. Another teacher leader understood teacher leadership as the process of leading at school by teachers. To show their understanding of the term teacher leadership, Miss Avo responded in few words that:

> *I think first and foremost a teacher is a leader whether you like it or not. The fact that you are in a situation in front of thirty, forty learners you are in a position of leadership.*

Mr Beet in few words as well claimed that:

> *"A teacher leader leads, in the classroom as the class teacher, the subject teacher and as the chair of a certain school committee".*

Miss Avo only saw a teacher leader leading learners in the classroom, whereas Mr Beet only spoke of leading mainly in the classroom and leading other teachers. The short responses from the two teacher leaders displayed that defining teacher leadership was problematic as teacher leaders at Garden School seemed not yet familiar with the term and they did not see its existence in the DoE. As I progressed generating the data at that school, I realised that understanding teacher leadership by different teacher leaders varied from that of the HoD's understanding. HoD's understanding of teacher leadership was that of being able to lead by giving guidance and encouraging learners where necessary. It also assisted teachers with problems in their work. Ultimately, it is to serve and to reassure the people you are leading in whatever they are doing. When asked about the understanding of the term teacher leadership, Miss Cucumber responded:

> *"Teacher leadership refers to the ability to lead other teachers and learners in the work involved in".*

The response from Miss Cucumber concurs with the research of Wasley (1991, p. 23) that teacher leadership is "the ability to encourage colleagues to change, to do things they would not ordinarily consider without the influence of the leader." This research participant believed that teacher leadership involved being a leader, who is able to work with both learners and teachers by guiding, supporting, helping and reassuring them. The understanding of teacher leadership by both teacher leaders and a HoD are understood at different levels. Both teacher leaders responded having the classroom in mind because that is where most of their time is spent. Contrary to that, Miss Cucumber understood teacher leadership at a school level not paying any attention to the classroom, this might be because of the position she held at school, that of leading teachers at a departmental level. At Garden School, teacher leaders' understandings of teacher leadership included teachers leading in the classroom and beyond. Having presented the explanation of how the research participants at Garden School defined the term teacher leadership, I now proceed to present the theme on the enactment of teacher leadership in terms of zones at Garden school.

4.4.2   Zone 1: Teacher leadership in the classroom at Garden school

It appeared from the generated data at Garden School that the two teacher leaders showed strong teacher leadership within the classroom (*zone1*) during the teaching and learning process (Grant, 2012). This meant that teacher leaders reflected on their teaching practices and knowledge they imparted to learners in the classroom. Mr Beet declared that the position he held in the classroom as the teacher leader was that of the class teacher. He ensured that all learners in his classroom had relevant stationery and he also marked the register on a daily basis. When Mr Beet was asked about how he enacted teacher leadership in the classroom, he only responded in few words:

> *"As a class teacher, I take care of learners, attend to them and mark the register".*

His response was precise as if he did not have much interest in leading in the classroom environment. The research participants in this case study school were aware of the teacher leadership skills that needed to be presented and enacted while teaching in the classroom. They were also aware that not only learners benefited during that teaching and learning activity but the teacher leaders benefited as well. To illustrate the enactment of teacher leadership in the classroom as the class teacher, Miss Avo explained that she enacted teacher leadership by allocating learners to their seats and choosing class prefects. Furthermore, she assisted learners by drawing up the duty roster and compiling the class rules. She also enacted teacher leadership

by ensuring that the classroom was constantly clean and that learners were always in clean, neat and appropriate uniform. She concluded by saying that she was responsible for her learners' needs as a parent. She said:

> *"As the class teacher, I am a subject teacher first because I cannot*
> *be the class teacher if I don't teach that class".*

She further stated that enacting teacher leadership as the subject teacher meant being assigned to teach a relevant subject in that particular class. To triangulate what has been said by Miss Avo and Mr Beet, the HoD was also asked to comment on the same topic of the enactment of teacher leadership at Garden School. When the question was posed to the HoD, she agreed that they encouraged teacher leaders to try out new ideas while leading in the classroom. Miss Cucumber, as an SMT member was asked to explain how they expected their teacher leaders to lead in the classroom, and she stated:

> *"Teacher leaders in the classroom are expected to provide knowledge,*
> *parenting, guidance and being enlightened. As class teachers they manage*
> *their learners in the respective classrooms and communicate relevant*
> *information with their learners"*

This response is evident to what Chatturgoon, (2008) claimed, that teacher leadership is to be grounded in the classrooms in terms of teachers being leaders first and doing relevant practices in their classrooms. What emerged from the data generated is that all three research participants' responses had to do with the enactment teacher leadership within the classroom. What was remarkable with the responses from the research participants at Garden School was that they viewed teacher leaders as classroom leaders. Such is mentioned by Hashikutuva (2011) that teacher leaders' core focus remains in the classroom teaching learners and where teachers lead the teaching process and improve own teaching. It is encouraging to note that teacher leaders were fully aware of how to enact teacher leadership in the classroom as it was expected by the school management, even though from their responses nothing much was said about improving their teaching and about the process of teaching and learning as such. Grant (2006) emphasises that teacher leaders are expected to improve their classroom teaching. Also, Somdut (2012) states that a teacher leader within the classroom has the skill to promote discussions amongst learners themselves and guides them towards the right direction and teacher leaders have the role of facilitating learners' progress. It emerged from the data

generated at that school that focus of teacher leaders was mainly in the classroom management; and there was absolutely nothing wrong if teacher leaders were restricted to the classroom mainly as subject teachers because they continued teaching and improving their own teaching (Grant, 2008). Below follows the analysis of teacher leadership beyond the classroom at Garden school.

4.4.3   Zone 2: Teacher leadership beyond the classroom at Garden school

Even though the generated data analysed above suggested that teacher leadership is mainly evident in *zone 1*, I used *zone 2* to illuminate my findings on the enactment of teacher leadership beyond the classroom (Grant, 2012). The generated data revealed that teacher leaders at Garden School were also involved in teacher leadership outside of their classrooms as they worked with other teachers and learners. Their teacher leadership roles went beyond teaching in the classroom. Both Miss Avo and Mr Beet took duties as subject heads. The research participants understood that it was important for teachers to also enact teacher leadership beyond the classroom. When the research participants at Garden School were asked to explain how they enacted teacher leadership beyond the classroom, Miss Avo commented:

> *"As one of the subject heads in my school I induct new teachers; guide them in terms of the curriculum; alert them with workshop dates; and human relations".*

Apparently, being a teacher leader by Miss Avo only involved an academic relationship between herself and new teachers. Her response only catered for newly appointed teachers excluding other teachers in her department. When Mr Beet was asked how he enacted teacher leadership beyond the classroom, his response was:

> *"I follow the curriculum as stated in the Policy document; moderate teachers' work; do class visits; and attend to curriculum problems".*

The enactment of teacher leadership beyond the classroom was explained differently by the two teacher leaders who played a similar leadership role of being a subject head. Miss Avo explained it as mentoring and inducting new teachers only, whereas Mr Beet explained it as focusing only on other teachers' work in the department leaving out the mentoring and induction of new teachers. To find out exactly how teacher leaders were expected to enact

teacher leadership beyond the classroom in this case study school, I also interviewed Miss Cucumber. She explained the enactment of teacher leadership beyond the classroom as:

> *"I provide teachers with the teaching material required and I control teachers' work and help them with their work to be up-to-date".*

She also added that for teacher leadership to be enacted beyond the classroom they had to liaise between PL 1 teachers and the SMT. Teacher leaders outside the classroom were expected to call meetings; draw up subject policies; check if the policy was helpful. They were expected to support teachers track their teaching according to CAPS document; check and monitor teachers' files and learner's books. Upon closer examination of the enactment of teacher leadership beyond classroom, the finding was that there were no formal structures set for teacher leadership beyond the classroom particularly in inducting and mentoring teachers in some departments. Again, the finding was that more attention was given to teachers who were part of the education system already since the HoD did not comment on either inducting or mentoring new teachers. Such findings do not fully match with enactment of teacher leadership beyond the classroom as suggested by literature that teacher leaders in one way or the other, can similarly benefit their school by administering and supporting other teachers, by making instructional choices and by assuming other managerial roles (Curtis, 2013). The next part of this section presents teacher leadership in the whole school development.

4.4.4   Zone 3: Teacher leadership in the whole school development at Garden school

While the enactment of teacher leadership was evident in both zone 1 and *zone 2* where teacher leaders played leadership roles, there were very few examples given by teacher leaders in *zone 3*. My findings indicated that teacher leaders were not only leading within the classroom (*zone 1*) and beyond the classroom working with other teachers and learners (*zone 2*), but they partially led in the whole school development (*zone 3*) as well. Questions were posed to the research participants about the role teacher leaders played as leaders in the whole school development (Naicker & Somdut, 2017). When asked if there were any roles they played in the whole school development as teacher leadership, Miss Avo maintained that as she mentioned earlier, she was a subject head and her roles as a teacher leader were to induct new teachers; guide them in terms of the curriculum; alert them with workshop dates; and human

relations. She believed that because of the roles she played as the subject head she somewhat contributed to the whole school development. She uttered:

> *"I believe because of the roles I play as the subject head I do*
> *contribute to the whole school development".*

Responding to the same question if there were any roles teacher leadership engaged with in the whole school development at Garden School, Mr Beet believed that at school as the subject head, among other duties he moderated teachers' work; did class visits; and attended to curriculum problems. As the sports coordinator, he organised sports equipment, learners, teachers and tournaments. By so doing, he believed that teacher leadership was enacted in the whole school development. When Miss Cucumber was asked about roles played by teacher leaders at Garden School on the whole school development, in one sentence she briefly responded:

> *"I lead teachers, control their work and liaise between PL 1*
> *teachers and the SMT, means contributing to school development".*

From the data generated the whole school development was likely through teacher leadership, even though it was only limited to few and similar roles at Garden School. Teacher leaders at Garden School did contribute to the whole school development by partaking in leading other teachers, learners and liaising between teachers and the SMT. The aforementioned responses emphasised that outside the classroom in the whole school development, teacher leadership looked imperative as teacher leaders participated in organising and leading other teachers. Teacher leadership appeared not to take place in classrooms only, but teacher leadership skills were extended by teacher leadership to other teachers through extramural activities. Outside the classroom in the whole school development, teacher leadership is imperative but at Garden School it was too restricted. Teacher leaders repeated the roles they mentioned in *zone 2* and indicated that they believed that by participating in them they enacted teacher leadership in *zone 3*. Teacher leadership did not end within the school premises but, it was also extended to the community at large. Hereafter, the need arose for teacher leadership to enact teacher leadership in the community.

4.4.5   Zone 4: Teacher leadership in the community at Garden School

Teacher leadership is mostly practical in the classroom, but it does not end there. In *zone 3* above it was evident that relations could be established with other teachers through the involvement of teacher leaders in school development initiatives. Unfortunately, there was not much evidence of teacher leadership enactment in the whole school development at this school. *Zone 4* addresses teacher leadership enacted in the form of clusters in order to assist other teachers (Grant, 2012). Seemingly, in *zone 4*, there is role 2, which is about providing curriculum development knowledge across schools and there is also role 3, in the form of teacher unions, SGBs, teacher forums and clusters. At Garden School, both teacher leaders displayed evidence of the enactment of teacher leadership in *zone 4*. One teacher leader mentioned that she was a cluster coordinator, whereby she assisted teachers from different schools with the curriculum. On the other hand, another teacher leader stated that he was the sports organiser; therefore the learners who participated in sports and the teacher leader frequently visited other schools to participate in different sports codes. When asked the question how teacher leadership at Garden School was enacted in the community, Miss Avo responded:

> *"I am a Physical Sciences subject head at school level and a cluster*
> *coordinator at District level. My responsibility as the Cluster coordinator is*
> *to share resources and ideas in Physical Sciences".*

According to Miss Avo they worked together with teachers from neighbouring schools whereby they shared information regarding curriculum development knowledge. They also shared ideas and resources. This served as an example of teacher leadership within *zone 4*. *Zone 4* emerged beyond the school premises to the community and with teachers of other schools. Responding to the same question Mr Beet stated:

> *"I am the sports organiser at school. When we go on tournaments we engage*
> *with learners and teachers of different schools by playing with them different*
> *sports".*

According to Mr Beet, he worked together with teachers and with learners of other schools whereby they engaged in extramural activities. Grant (2008) maintains that teacher leadership must not be limited by the school boundaries but must be promoted within the school community and its surroundings. In *zone 4* teacher leaders led in community life by networking

with the community and the neighbouring schools. The data generated showed that teacher leaders at Garden School led in *zone 4* as they shared that they did interact with other teachers and learners from neighbouring schools. Teacher leaders' commitment in enacting teacher leadership in the community was mainly in curriculum and in sports. The HoD mentioned that teacher leaders at Garden School enacted teacher leadership by working with other schools in various ways such as in sports and in cluster meetings. The SMT contributed to teacher leadership through providing school transport. The next theme will look at challenges that need to be overcome at Garden School.

4.4.6   Challenges that needed to be overcome at Garden School

Teacher leaders at Garden School perceived the challenges that needed to be overcome on the enactment of teacher leadership as an element which is commonly noticeable by teacher leaders. The data generated on challenges that needed to be overcome at Garden School revealed that one challenge which was common to the responses of all three research participants was resistance. The three research participants concurred that indeed there were challenges in the enactment of leadership that needed to be overcome. Miss Cucumber, the HoD mentioned that other teacher leaders had a tendency of overlapping in the duties of HoDs and that confrontation took place at times. She said:

> *"As a teacher leader you get people who are not happy because they think they*
> *are better than you".*

On the other hand, Mr Beet stated that as the sports coordinator, there were some difficulties with other teachers especially in sports when children had to leave lessons for different sports codes. As the subject head, teachers did not submit their work; that reflected negative attitude. He also added that teachers were different characters, such that others had a negative attitude towards him as a teacher leader. Mr Beet again stated that even the SMT was a challenge when they enacted teacher leadership in their school; hence he reported that teacher leaders were not recognised and were not taken seriously. He suggested:

> *"Management style must change from being autocratic to shared management*
> *style. Teacher leaders must be allowed to contribute positively to the school".*

Miss Avo was also asked about the challenges that needed to be overcome and her response was threefold, the focus was on learners, teachers and the SMT, therefore she mentioned that teachers resisted submitting work to be moderated. They duplicated assessment tasks then later

submitted for moderation. Learners sometimes did not clean the classroom, they did not do their homework and they stole from one another. Again, she mentioned that teacher leadership was too much for her because she was not formally employed and not paid. Teacher leaders seemed to work extra time. Skills rendered did not benefit a teacher as a person but the school benefited. With more challenges she encountered with regards to the SMT, she complained:

> "No direct support from the SMT except to provide me with dates for the workshops from the Department. It is all my initiative".

From the data generated, it arose that all the research participants interviewed at Garden School were in agreement with one another that teacher leadership was faced with a number of challenges which needed to be overcome. By providing diverse responses, it was discovered that teacher leadership comes across numerous problems, namely lack of support, management style, not being paid for extra duties and lack of satisfaction. Literature on teacher leadership reveals, "In every school there is a sleeping giant of teacher leadership that can be a strong catalyst for making changes to improve student learning" Katzenmeyer & Moller (2009, 3). Miss Cucumber's responses about challenges that needed to be overcome shared similar sentiments with Gael (2010) that teacher leadership is limited to learners during lessons and that the SMT distributes slight leadership to PL1 teachers. This statement proved that teacher leadership was restricted to Zone 1 in the classroom and that leadership was not distributed at Garden School. Mr Beet highlighted change of management style from autocratic to share and that challenge is echoed by Harris and Lambert (2005) when they say that the 'top-down' leadership model governs several schools and that is one of the greatest internal challenges. The comment *teacher leaders have a tendency of overlapping in the duties of HoDs* made by Miss Cucumber highlights the significance that SMTs too have also been found to be unclear in their roles to advance teacher leadership (Monametsi, 2015). The data generated revealed that the research participants at Garden School were completely conscious of challenges they encountered in their school which needed to be overcome. However, despite the challenges mentioned above, below is the theme which reveals factors which enhance teacher leadership in their school.

4.4.7 Factors enhancing teacher leadership at Garden School

At Garden School, the data generated revealed that teacher leaders regarded availability, team work, communication, guidance, understanding and commitment as factors which enhanced teacher leadership in their school. Schools are the best successful demonstration elements of

teachers working collaboratively (Muijs & Harris, 2007). At Garden School, working collaboratively of the research participants led to mentioning a variety of factors that enhanced teacher leadership in their school. When research participants were asked what factors enhanced teacher leadership in their school, they contributed a range of responses but only main issues will be analysed. In line with the question, what factors enhance teacher leadership in their school, Miss Avo indicated:

> 'For all duties assigned to me as a teacher leader, I am readily available to
> perform my duties. Teacher leadership can be enhanced if we work as a team'.

Mr Beet explained that he always communicated with all people involved in her respective committees. As a class teacher, she followed instructions from the SMT. As a subject head, she worked under the guidance of the policy document of a respective subject. Despite the factors that seemed to enhance teacher leadership at Garden School, Mr Beet emphasised on following the instructions from the SMT and being guided by the formal departmental policy document to enhance teacher leadership in their school. By Mr Beet following instructions from the SMT as a class teacher and being guided by the departmental policy document when leading and teaching learners his subjects enhanced the value of teacher leadership. As the principle agent of change, the school principal's leadership style is one of the factors which might enhance teacher leadership in schools as it permits stakeholders to form part of decision-making (Grant, 2006). When asked how teacher leadership was enhanced at her school, she responded:

> "The SMT sees to it that the teaching material is readily available. They make
> sure that there is no conflict amongst teachers".

Miss Cucumber indicated that in her school a PL 1 teacher was appointed as a teacher leader by the SMT based on how the teacher was efficient and committed as a teacher. If a teacher leader was more qualified than a HoD, there had to be an understanding between the two that the HoD was more senior than the teacher leader. The SMT saw to it that the communication lines were free. What emanated from the generated data was that responses from Miss Cucumber emphasised on commitment, understanding and communication as factors which enhanced teacher leadership in their school. Again being committed and understanding does not assure the enhancement of teacher leadership in schools. Instead, Grant (2008) emphasises on school culture to be done by developing teacher leadership by practising distributed leadership by school principals to allow teachers to be opinionated and to allow them to lead. The Garden school's research participants revealed that in their school availability, team work,

communication, guidance, understanding and commitment are factors which enhanced teacher leadership. These factors when grouped together they encourage collaboration which is supported by Hargreaves (1991) when he says, collaboration among teachers is a compulsory factor of school improvement as an influential factor to the enhancement of teacher leadership. From the data generated nothing much was said by the research participants about the culture of the school which is emphasised by Grant (2008). The next theme of the issues related to the enactment of teacher leadership at Colour School follows.

4.4.8   Understanding of teacher leadership at Colour School

Three research participants from Colour school, namely two teacher leaders and one HoD were requested to explain their understanding of teacher leadership. The research participants at Colour School had different views on how they understood the term teacher leadership. One teacher leader reflected that teacher leadership is a role played by a teacher who leads in school activities. Another teacher leader understood teacher leadership as playing a role of a leader in a school environment. Conversely, the HoD understood teacher leadership as leading in the classroom and communicating and liaising with other teachers. The research participants understood teacher leadership in various ways to express their different understandings. When the research participants at Colour School were asked to define teacher leadership, Miss Aqua expressed her understanding in the following words:

> *"The term teacher leadership is unusual and new to me but I believe that it refers to a teacher who leads somewhere in school activities".*

This teacher leader expressed that she was aware that teachers did participate in leadership positions by participating in various school activities but she was not aware that there was a special term used to refer to teachers who take leadership roles in various school activities. When Miss Beige was asked to define teacher leadership she expressed her understanding in the following words:

> *"Teacher leadership can be explained as playing a leadership role in a school environment whereby a teacher is mentoring and coaching learners because they are placed in our care".*

Again, she added that teacher leaders were exemplary by planning, organising and controlling their work. Teacher leaders also engaged in both management and leadership school tasks. They were supposed to be motivators. Seemingly, this teacher leader was knowledgeable about

what teacher leadership was, as she mentioned roles played by teacher leaders at school. According to this teacher leader, playing a leadership role at school by mentoring and coaching learners was part of being a teacher leader. This research participant believed that teacher leaders assisted in the school management which means being a teacher leader did not mean to lead only in the classroom but in the whole school. Riveros *et. al*., (2013) explain teacher leadership as a structure which allows teacher leaders to work together with their colleagues. Miss Aqua and Miss Beige also showed that teacher leadership did not only end in the classroom but it went beyond whereby a teacher leader was expected to participate in school activities and in management and leadership tasks. Similar to Garden school research participants' understanding of teacher leadership, Colour school research participants' understanding did not go beyond the school which is in the community. Mr Caramel too was asked to respond on his understanding of the term teacher leadership and he explained that teacher leadership meant a number of things such as how a teacher led in class as a class teacher in the teaching and learning process. He also understood it as how to communicate and liaise with other teachers, SMT and parents. He also added that:

> *"Teacher leadership refers to being able to solve problems failing which the*
> *matter can be reported to the SMT".*

It seemed from the data generated that the teacher leaders at Colour School understood teacher leadership as leading in general in the school environment as they both were not specific where exactly teacher leadership took place and who were specifically being led. On the other hand, understanding of teacher leadership by a HoD was precise as he specifically mentioned that it could take place in the classroom with learners and outside the classroom with colleagues, the school management together with parents. According to Katzenmeyer and Moller (2001) Teacher leadership leads through curriculum specialists, school team members, committee members to mention but a few. Both the generated data and literature agree that teacher leadership should holistically take place in the school environment and beyond. Having presented how the research participants at Colour School understand the term teacher leadership, below is the analysis of teacher leadership enactment in terms of Grant's (2012) four zones.

4.4.9 Zone 1: Teacher leadership in the classroom at Colour School

Teacher leaders at Colour School presented strong leadership within the classroom. When asked about their leadership role in the classroom, among other things they mentioned, duties

of being a class manager, teaching the curriculum, instilling discipline and promoting the culture of learning amongst learners. Their responses proved that for them teacher leadership was rooted in the classroom. When asked about the teacher leadership roles they held at school and how they enacted teacher leadership within the classroom, this is how the research participants expressed their views on teacher leadership. Miss Aqua explained that as the class teacher and the subject teacher, she took care of her class in different ways and she taught her subjects guided by the policy documents. As the subject teacher she prepared lessons, taught learners accordingly, gave learners class work, home work and tests, marked and recorded their work. She organised extra lessons for learners with learning problems. She declared:

> *"I see to the cleanliness of the classroom, draw the duty roster, compile class rules, write and issue out the card reports and issue out parents' correspondence".*

Miss Beige described her role as a teacher who leads in the classroom and how she enacted teacher leadership within the classroom. She mentioned that as both the subject teacher and the subject head, she enacted teacher leadership at the classroom level and there were duties assigned to her to be done. She specified:

> *"I engage in teaching my subject. When preparing for my lessons I use new methodologies, systems and assessment approaches. I take a leadership role in my subjects. I coordinate, control, test, evaluate and report on my learners' progress".*

When Mr Caramel was asked about what they expected teacher leaders to do in the classroom and how they should enact teacher leadership, he emphasised that teacher leaders were professionals; they were randomly reminded by the HoDs of their duties. In a sentence she said:

> *"In a formal opening meeting they are reminded of their duties".*

Colour school teacher leaders applied Grant's (2012) first zone and role whereby teacher leadership in the classroom was applied because teacher leaders and a HoD mentioned that they engaged in class teaching and teaching of various subjects which took place in the classroom. The HoD also highlighted that teacher leaders applied leadership in the classroom by disciplining learners. Hence, teacher leaders' responses presented them as leaders in the classroom. The notion of strong teacher leadership within the classroom from the research

participants was enacted at this case school. *Zone 1*: Teacher leadership in the classroom has been discussed and the next part presents *zone 2*: Teacher leadership beyond the classroom.

4.4.10 Zone 2: Teacher leadership beyond the classroom at Colour School

In the second zone, teacher leaders led outside the classroom by leading other teachers. Such was achieved through teamwork, understanding and communication. The two teacher leaders in the case study school were both informally appointed as teacher leaders in positions they held. Miss Aqua was a member of a learner support team and was responsible for passbook competition. Her responsibility was to work with a group of learners outside the classroom. Miss Beige as the subject head in the Commerce Department and was responsible for monitoring teachers' work; moderate formal tasks; check teachers' files; and did post moderation of formal tasks. She was also responsible for assisting newly appointed teachers by guiding and mentoring them with the curriculum issues like the syllabus, drawing up of work schedules, lesson plans, setting of test question papers, marking of tests and recording marks. During the interviews, the teacher leaders individually were asked to explain how they enacted teacher leadership beyond the classroom. Miss Aqua was into enacting teacher leadership outside the classroom with learners, whereas Miss Beige enacted teacher leadership outside the classroom by leading other teachers. The responses to that question from the research participants on how teacher leaders enacted teacher leadership working in collaboration with other teachers outside the classroom, was understood as teachers leading and guiding other teachers and learners both formally and informally. This is what Miss Aqua had to say during the interview:

> *"As a learner support team member, I sit down with learners with problems; talk to learners trying to find the root of the problem; if need be contact the parent. At times I end up supporting both the parent and the learner including spiritual assistance. If need be I refer a child to a social worker as well; I also support learners in study strategies. As a passbook competition leader I call an informal meeting with other History teachers whereby I inform them of the competition and request for their assistance in selecting relevant learners according to grades and pass marks".*

In line with the question how teacher leaders enacted teacher leadership working in collaboration with other teachers outside the classroom, she stated that she did class visits to ensure that teachers were in line with the curriculum. She also monitored teachers' work. Miss Beige declared:

> "I monitor teachers' work, assist he newly appointed teachers, guide and mentor them with the curriculum issues. I frequently do class visits".

Teacher leaders at Colour School did play a major role in leading both learners and teachers at school unlike in the findings of Gumede (2011) where teacher leaders were discouraged by the SMT to enact their teacher leadership roles in schools because they did not get support from the SMT. At Colour School that was not the case as Mr Caramel when asked about how teacher leaders enacted teacher leadership working in collaboration with other teachers outside the classroom in their school, he elaborated that at his school, teacher leaders contributed by fitting into different school committees. Also, in the platform of the meeting, teacher leaders were reminded of their respective duties. This is what Mr Caramel had to say:

> "Teacher leaders engage in different activities including writing the school magazine and organising market days. Other teacher leaders form part of learner support team. Subject heads regularly hold meetings".

Evidently from the research participants' responses teacher leaders at Colour School were also involved in extramural activities. They showed their leadership skills as being members of the learner support team, being responsible for learner competitions and that of being subject heads. It corroborates the argument made by Grant (2006) that teacher leadership roles include amongst the few, leading in-service training, assisting other teachers and providing curriculum development knowledge. Lieberman and Walker (2007) advocate that informal teacher leadership may be viewed as an informal process whereby teacher leaders assist other teachers and learners with specific tasks without those tasks forming part of their job description. The next part of this section presents *zone 3*: Teacher leadership in the whole school development.

4.4.11 Zone 3: Teacher leadership in the whole school development at Colour School

The data generated revealed that teacher leadership at Colour School enacted teacher leadership outside classrooms, because they worked with other teachers in curricular activities and with learners in extramural activities. My findings from these research participants indicated that they were also leading outside the classroom in whole school development. Yet, while few examples existed in this zone where the three research participants played leadership roles, there were far fewer roles than in the two previous zones. Mr Caramel was confident to say that there were various teams which existed at the school. He clarified that teacher leaders in his school engaged in different activities including writing the school magazine and organising market days. Other teacher leaders were members of the learner support team. He resonated:

> *"In my school there are different committees and each committee consists of teacher leaders".*

Similarly, Miss Aqua gave the similar response articulated by the HoD. She indicated:

> *"I am a leader of the Passbook competition committee which consists of History teachers. I also lead in a learner support committee which is formed by the Life Orientation teachers".*

It was significant for me to have an understanding of how the teacher leaders viewed themselves in leadership roles in the whole school development. When I asked Miss Beige she stated:

> *"As a subject head in the Commerce Department I am responsible for monitoring teachers' work; moderate formal tasks; check teachers' files; and do post moderation of formal tasks".*

My findings indicated that teacher leadership participation in the whole school development was practiced but limited as teacher leaders were only limited to few roles, such as leading in different committees and being subject heads. Not one of them mentioned participating in the school decision making of the whole school development. Chatturgoon (2008) and Gumede (2011) postulate that teacher leaders' roles in the whole school development also comprise school level decision-making where teachers participate in school fund-raising, school

development teams, being members of the School Governing Body (SGB) or Board of Governors (BOG) and by belonging to various committees like catering, fundraising, sports and music committees. The generated data shows that only the SMT played a major role in the whole school development as only few roles were discussed by teacher leaders as proof of enacting teacher leadership in decision making. In the next section I discuss *zone 4*: Teacher leadership in the community at Colour School.

4.4.12 Zone 4: Teacher leadership in the community at Colour School

Findings in my study indicated that, at Colour School, only one of the participants engaged in leadership roles in the community, where she networked with learners and teachers of other schools and social workers. It is evident from the responses provided by teacher leaders while generating the data that there were few examples of teacher leadership enactment in the community. This teacher leader displayed that she participated in *zone 4* by assisting learners with serious personal problems and referring them to social workers. Again, she enacted teacher leadership in the community by leading and allowing learners to participate in the Passbook competition gaining access to local museums and with learners of other neighbouring schools. This is how she explained:

> *"I identify learners who need support while teaching in class, in sport; talk to them; refer them to the social workers. At times I end up supporting both the parent and a learner including spiritual assistance".*

Parents of learners whose problems could not be solved by the teacher leader were also consulted, by so doing that was enacting teacher leadership in the community. As a passbook competition leader, she selected learners to participate in the competition; introduced them to the competition and guided them on what was expected from them. She organised dates and times of visiting various museums; and accompanied learners to the museums. When Miss Beige was asked how she enacted teacher leadership in the community she revealed that she was the subject head and there were no activities outside school she was participating at. When Mr Caramel was asked how teacher leaders at his school enacted teacher leadership in the community, he responded:

> *"Teacher leadership means how to communicate and liaise with colleagues, SMT and parents which is enacted by teacher leaders in our school".*

Both Miss Aqua and Mr Caramel mentioned the involvement of parents at school pertaining their children's personal issues which could not be solved by their teachers. Through their responses about the involvement of parents at school, emphasised teacher leadership enactment in the community. Within *zone 4* at Garden School, there were only few facts mentioned as evidence of teacher leadership enactment in the community. The finding in this case study school does not concur with the study conducted by Grant (2006) which indicates that teacher leaders that fit into this zone are those that are on the School Governing Body (SGB), trade unions, the union site representatives, Cluster coordinators, to mention but a few. These roles are associated with leading other teachers outside their schools in order to enhance Curriculum development (Grant, Gardner, Kajee, Moodley & Samaroo, 2010). I therefore, presume that at Colour School teacher leadership enactment in this zone was at a lower level as there were minimal teacher leaders who stretched out their effect beyond their school to the community. This statement finds resonance with the views expressed by Somdut, 2012) that less teacher leadership enactment is manifested in *zone 4*. The following theme discusses the challenges that needed to be overcome at Colour School.

4.4.13 Challenges that needed to be overcome at Colour School

There are numerous factors that seem to impede the enactment of teacher leadership in South African school contexts. Like any approach teacher leadership is not without challenges (Somdut, 2012). The three research participants at Colour School were asked about the challenges that needed to be overcome which they have encountered while enacting teacher leadership in their school. Research participants voiced out different challenges. Miss Aqua revealed that occasionally, the SMT seemed to have negative attitude towards her as the teacher leader who is a PL 1 teacher because when she took over as a person responsible, to them it seemed as if she was overpowering them but she continued doing her work. She rebounded:

> *"Duties of subject heads are similar to other duties of the HoDs".*

Furthermore, she declared:

> *"Learners do not show up for their appointments. Parents tell me that I interfere with their personal lives".*

When Miss Beige was asked about challenges to be overcome about the enactment of teacher leadership in their school, she shared her main challenges was that of the work load because she was teaching and was also engaged in the teacher leadership duties. She uttered:

> *"Work load is challenging".*

She continued stating that late coming, refraining from lessons and frequently visiting toilets by learners were other challenges encountered by teacher leaders. Additionally, she said:

> *"Teachers at this school do not get support from the SMT in terms of development, the how to do it is left to me as a leader".*

Generally, she added that being both a PL1 teacher and a teacher leader is not an easy thing. There was a need to monitor the implementation of the curriculum; accountability on other teachers' work; and teachers not understanding the importance of monitoring systems. Hence she recommended:

> *"Work load for teacher leaders should be reduced because of the extra responsibility".*

Views from the SMT member, Mr Caramel on the challenges to overcome which teacher leaders encountered when enacting teacher leadership were parents with a tendency of undermining teacher leadership's efforts because they only believe in the SMT. Parents did not want to listen to teacher leaders because they protect and side with their children. He stated:

> *"Teacher leaders seem not to be protected by the schools".*

He also declared that there should be a positive engagement between parents and the SMT to protect teacher leaders. It was inspiring to detect that even the SMT was aware that teacher leaders encountered challenges while leading both within the classroom and beyond. It was also discouraging to note that nothing was said by Mr Caramel regarding how the SMT was a challenge to teacher leaders or perhaps they were not aware that they did not give sufficient support to teacher leaders. Hence somewhere in the findings teacher leaders seemed to be discouraged by the SMT to enact their teacher leadership roles in schools because they did not get support from the SMT. Instead leadership roles were sometimes granted to teachers close

to the SMT (Gumede, 2011). Colour school not only had challenges that needed to be overcome but factors enhancing teacher leadership were also evident.

4.4.14 Factors enhancing teacher leadership at Colour School

Seemingly, teacher leadership is perceived as an emerging concept in South African schools, which most schools could implement and benefit from. Effects such as communication, team work, understanding amongst teachers, to mention but a few, allow teacher leadership to enact teacher leadership effectively in schools. The findings from the semi-structured interviews conducted with the research participants revealed only few things were done to enhance teacher leadership at the case study school. When asked about the factors that enhanced teacher leadership in their school, the research participants came out with different answers based on different roles they play at school as teacher leaders. Mr Caramel mentioned that at his school teacher leaders were free to be part of any different school committees because it was expected that each committee should be led by a teacher leader. He stated:

> *"Teacher leaders engage in different activities including writing the school*
> *magazine and organising market days to mention a few. Other teacher leaders*
> *form part of learner support team".*

To explain how to enhance teacher leadership at their school, Mr Caramel added that teacher leaders for different portfolios were appointed in a public forum in a staff meeting. Teachers suggested names of relevant teachers who were fit for those positions and teachers voted. She emphasised that:

> *"Teacher involvement in school activities was significant".*

Deceptively, teacher leadership involvement in the structures of the school is of paramount importance in order to enhance teacher leadership. One would expect a HoD to voice out on the issue of supporting teacher leadership in various ways as one factor offered by the school management, but such was not mentioned. The voice of teacher leadership was also heard while giving the explanation on the factors which enhance teacher leadership. Miss Aqua maintained:

"Enhancing teacher leadership starts from within; I am accountable, responsible and trustworthy with the positions given to me by authority as a teacher leader".

Similarly, she added that to enhance teacher leadership as a class teacher, she communicated with learners, mentioned things she expected them to do and not to do. She told them how they were going to function as a class. She availed herself to them, talked to them, guided them and did accordingly as their class teacher. As a learner support team member she mentioned that she sat down with learners with problems; talked to them trying to find out the root of their problems; if needed be contacted the parents. She also referred learners to social workers. Again, she supported learners with study strategies. As a passbook competition leader she called an informal meeting with other History teachers whereby she informed them of the competition and requested for their assistance in selecting relevant learners according to grades and pass marks. She voiced out:

"To enhance teacher leadership, I always maintain good relations with other teachers".

For Miss Aqua enhancing teacher leadership was more personal than shared. She did her duties as per guilty conscience; no departmental structure required her to enhance teacher leadership. There was no follow up from the SMT side which was evident that teacher leadership is an informal school structure. Miss Beige was also asked about how teacher leaders enhanced teacher leadership in their school and she mentioned:

"Team work for me is the main key of enhancing teacher leadership".

She emphasised that she led few teachers and that there was good team spirit. Other teachers in her team assisted her; and they reminded her of things she should be doing. She worked very closely with her team because they were of great assistance to her. Team work influenced the way she led in terms of understanding more about her profession. She stated that she was confident and understanding in terms of colleagues and the subject content. She formally added:

"I am able to mentor other teachers and continue learning".

The responses rendered by teacher leaders on enhancing teacher leadership were rather more personal than shared. Miss Aqua did her duties as per guilty conscience, while Miss Beige emphasised on team work. No departmental or school structure forced them to enhance teacher leadership. There was no follow up from the SMT's side. Their responses on enhancing teacher leadership were evident that teacher leadership is an informal school structure. Contrary to the generated data, Troen and Boles (1994) regard understanding of organisational culture, communicative skills, administrative skills and support from school principals as the main factors for successful teacher leadership. In this case study school what is suggested by literature is not displayed, namely providing support to teacher leaders by the school management. Having discussed diverse issues under different themes related to the enactment of teacher leadership at Colour School, I now turn my attention to Animal Farm secondary School where more different views on explanation of the enactment of teacher leadership in schools will be discussed.

4.4.15 Understanding of teacher leadership at Animal Farm School

At Animal Farm School, the three research participants were questioned about their understanding of the term teacher leadership, Miss Ant stated that:

> *"Teacher leadership is the broad term. It means being part of the team where*
> *you liaise with others"*.

This generated data did not tell what the research participant's understanding of the term teacher leadership was. She did not explain why she said teacher leadership is broad. She only mentioned that it meant being part of the team and liaising with others but nothing was said about teaching, learning, teacher leaders, learners and the school environment. Nothing much was mentioned to reflect their understanding. Responding to the same question of understanding the term teacher leadership, Mrs Buffalo confessed that it was her first time she heard of the term teacher leadership. She then broke it down and came up with the following explanation:

> *"I teach learners, lead other teachers in extracurricular activities"*.

Even though Mrs Buffalo has heard of the term teacher leadership from me for the first time, she was able to define it with ease because she said it was self-explanatory. She mentioned that the term referred to teachers who lead at different levels and who engaged in different school extracurricular activities. Miss Caterpillar's voice was also heard when asked to give an understanding of the term teacher leadership. She explained that:

> *"Teacher leaders are people who are a team who lead in schools. Their duties*
> *include planning, organising as leaders be it in teaching or in workshops.*
> *They lead by example, controlling and learning to produce fruitful results".*

This explanation was too broad as the research participant referred to teacher leaders as people who lead not specifically teachers who lead. Seemingly, she defined teacher leadership as if she was defining school leadership. Understandings of the term teacher leadership by both teacher leaders and a HoD had nothing in common, as Miss Ant emphasised on team work amongst teachers while Mrs Buffalo explained it as leadership by teachers in all spheres of the school. On another hand, Miss Caterpillar explained teacher leadership as school leadership. However, the data generated reveals that these three research participants were aware of teacher leadership in schools and that it entailed improving teaching and learning activities. It corroborated what DeHart (2011) refers to teacher leadership as an agency which encourages teacher leaders to influence their colleagues to develop their teaching skills by so doing contributing to the development of the school. Only Mrs Buffalo was able to mention that teacher leadership influenced other teachers by leading them while both Miss Ant and Miss Caterpillar dwell on team work in general. We are reminded by Blanchard and Karr-Kidwell (1995) and; Boles and Troen (1996) that teacher leadership is the practice whereby teacher leaders know school cultures, learners and classroom issues and by so doing they bring lasting change in education. It is now that I will turn my attention to the next theme, the enactment of teacher leadership in terms of zones and roles, starting with teacher leadership in the classroom at Animal Farm School.

4.4.16 Zone 1: Teacher leadership in the classroom at Animal Farm School

At Animal Farm School, three research participants understood teacher leadership to be grounded in the classrooms where teacher leaders first led within the classroom. From their responses teacher leaders' roles involved being a classroom manager, being in charge of the classroom managerial duties, teaching and inspiring learners to accomplish good results. The

research participants' understandings of teacher leadership enactment in the classroom were articulated:

Miss Ant articulated:

> *"I am a subject teacher of various subjects in different grades. I teach learners my subject. I instil discipline and the sense of participation. I am a class manager in my classroom. I take care of my learners' human relations and of the classroom".*

By so doing she imparted knowledge to learners. She taught her subject and learners had listened to her and paid attention while she taught. She was assigned to manage the learners in her classroom and successfully did that. Consequently, she enacted teacher leadership as both the subject teacher and the class teacher

Mrs Buffalo said:

> *"I am a class manager and a subject teacher. Most of my school work hours are spent in the classrooms teaching".*

As a class manager Mrs Buffalo organised the classroom, the seating plan, the cleaning roster and she took care of their human relations. As a subject teacher she prepared her lessons. She expected learners to be attentive while she taught. She taught them, assessed them, marked their work, recorded their marks, compiled a subject schedule, wrote reports and issued them out when required. Some tests were written on the chalk board because the school only had one typewriter. Subject mark lists, schedules and reports were handwritten. She encouraged study groups amongst learners and she monitored learners during study periods.

Miss Caterpillar believes:

> *"In the classroom, the SMT expects teacher leaders to faithfully and responsibly engage in class teaching".*

It was inspiring to note that teacher leaders at Animal Farm School as well as their HoD, who is part of the management team, stated in their responses similar arguments mentioned by literature. When explaining the enactment of teacher leadership in the classroom, Mrs Buffalo mentioned monitoring of learners during study periods which substantiated Grant's view

(2006) is that teacher leadership leads learner study groups while teacher leaders confine themselves to the classroom guiding learners on how to study in preparation for any form of assessment. Grant (2012) states that teacher leaders engage in teaching which takes place in the classroom under the guidance of a teacher leader. Miss Buffalo's response *I teach them, assess them* agrees with Grant (2006) when she says guiding learners on how to study in preparation for any form of assessment is a duty of a teacher leader. Similarly, Miss Ant responded, *I lead learners I teach in my different subjects* enhances to what is stated by Pounder (2016) that teacher leaders show their teacher leadership capabilities in the classroom. Miss Caterpillar responded, *the SMT expects teacher leaders to faithfully and responsibly engage in class teaching,* agrees with Grant (2012) that teacher leaders engage in teaching. The analysed data revealed that teacher leaders aimed for effective teaching in the classroom. Below follows the data interpretation of teacher leadership enactment beyond the classroom at Animal Farm School.

4.4.17 Zone 2: Teacher leadership beyond the classroom at Animal Farm School

The interview questions posed to the research participants were aimed at generating data to explain the enactment of teacher leadership beyond the classroom with other teachers. The research participants of this case study school were confident to say that teacher leadership beyond the classroom included extramural activities where teacher leaders were largely involved in various sports activities such as netball and soccer. It also comprised developing working relationships with colleagues in their grades and moving across the grades. Their leadership stretched to assisting new and inexperienced teachers by involving them in music and in sports. Teacher leaders supported one another by distributing responsibilities in music and in sports. When teachers were asked how they enacted teacher leadership beyond the classroom, only Mrs Buffalo participated in teacher leadership beyond the classroom. Mrs Buffalo explained:

> *"Besides teaching in the classroom, I also participate in extramural activities as a choir master and sports organiser".*

She mentioned leading the choir and organising different sport codes. For choir practice she organised learners, likewise, she organised music competitions and trips. As the sports organiser, she allocated teachers and learners to different sport codes, organised material to be

used and she planned and organised sport trips. Her involvement in all these activities confirmed the enactment of teacher leadership beyond the classroom. Similarly, Miss Caterpillar stated:

> "The SMT encourage all teachers to participate in extramural and extra–curricular activities".

Teacher leaders who were subject heads were expected to do class visits, check and moderate teachers' work. After attending subject workshops, teacher leaders were required to report back to other teachers. Responses from the research participants showed that the teacher leader and a HoD in the case study school were conscious of the fact that for the teaching and learning process to occur, teacher leaders had to work together and with learners at school. Their responses did not voice out mentoring other teachers, particularly new teachers who still needed support and encouragement to teach. This opinion is maintained by Katzenmeyer and Moller (2001) that among other things, the roles and objectives of teacher leadership are facilitating, coaching, mentoring and training. The teacher leaders at Animal Farm School covered facilitating, coaching, training, and creating new approaches. The words of Katzenmeyer and Moller "lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership" (2009, p. 6) are true for this school for ultimately the teacher leader partook in extramural activities. Only one teacher leader of the case study school declared leading both teachers and learners outside the classroom even though they were only limited to school competitions and sports. The next part of this section presents teacher leadership in the whole school development.

4.4.18 Zone 3: Teacher leadership in the whole school development at Animal Farm School

Zone 3 was used in the case study school to irradiate my findings on the enactment of teacher leadership roles in the whole school development. *Zone 3* states that teachers must extend themselves beyond their ordinary classroom duties into the whole school development. This zone connects with the work of Grant (2010) who reflects on teacher leadership as the practice which involves teachers in the whole school development matters, as the idea of developing policy. The data generated at Animal Farm School shows that teacher leadership enactment

similarly took place outside the classroom in the whole school development. Such whole school development included being members of different school committees which included both learners and teachers. The whole school development also involved teacher leaders who worked beyond the classroom activities participating in the extramural activities. When engaging with the generated data in this case study school, it was evident that teacher leaders did participate in the whole school development but only in the situations which involved learners and teachers, but not in the decision making processes. Teacher leaders did not sit at formal SMT meetings. Over the last few years, Miss Ant was informally selected by other teachers as a member and a leader of the Youth Peace Forum. She was also voted for by other teachers in a staff meeting to be a member of a learner supporter team. When asked about how she contributed on the enactment of teacher leadership in her school towards the whole school development, she expounded:

> "I am in a Learner Support Committee and am responsible for the Youth Peace Forum that is an extra duty for me at school. I am the chairperson of the Learner Support Committee".

Enacting teacher leadership Miss Ant communicated with teachers through the communication book to call for a meeting of which they acknowledged the meeting and they signed. The committee members held meetings in line with the policy. She chaired meetings. Mrs Buffalo was also asked about how she contributed on the enactment of teacher leadership in her school on the whole school development and her response was:

> "I lead the choir as the choir master and as the sports organiser, I organise different sports codes".

With reference to *zone 3* (Grant, 2012), teacher leaders have to belong to different committees like the catering, fundraising, sports, condolences and music committees of which the teacher leaders of Animal Farm School were part of. In contrast, it seemed from the data generated that the teacher leaders at Animal Farm School did not participate in the whole school decision making as they only were members of the school committees which involved learners only. I also interviewed the HoD to find out how teacher leaders contributed to teacher leadership enactment on the whole school development and she explained:

"Our teacher leaders are not part of decision making because that is the duty of the SMT. Teacher leaders do partially enact teacher leadership in the whole school development as subject heads".

She specified that teacher leaders were expected to do class visits, check teachers' work and moderate teachers' activities. After attending workshops, they had to report back to other teachers. This comment demonstrated a form of being restricted and shut out of teacher leaders by the SMT on the whole school development, particularly in decision making. It emerged that in *zone 3* teacher leaders do partake in the whole school development matters such as developing the mission statement of the school as well as developing the school policy (Grant, 2012) of which none was mentioned by teacher leaders in the case study school. Again, Grant (2012) emphasised on something which was not enacted by teacher leaders at Animal Farm School that teacher leaders' roles in *zone 3* is to organise and lead evaluations of school practices and to participate at school level policymaking. The research participants were only enacting which is explained by Ghamrawi (2010) as the philosophy whereby teacher leadership involves engagement of teacher leaders in professional discourse with other teachers where they share perceptions, awareness and practices while participating in collective problem-solving about the classroom, with passionate professionalism. The evidence from the three research participants at Animal Farm School concentrated on the organising and leading roles for both teachers and learners although this was restricted. Teacher leaders' participation at school level decision-making was not evident in my study. To follow is the analysis of teacher leadership enactment in the community at Animal Farm School.

4.4.19 Zone 4: Teacher leadership in the community at Animal Farm School

Teacher leadership in the community forms part of Grant's (2012) theory as *zone 4*, which encompasses going beyond own school to neighbouring schools by providing curriculum knowledge (Kajee, 2011). I used *zone 4* to explain my findings on the enactment of teacher leadership roles in the community. This zone emphasises that teacher leaders must spread themselves beyond their everyday classroom duties into the community to satisfy the needs of the community. This case school is situated at the rural community which has the poor background. Teacher leaders attempted to assist learners with personal domestic problems, for example, taking home or to the clinic learners who are sick. In this case study school, finding

out how teacher leaders enacted teacher leadership in the community, few responses were given by the research participants. Miss Ant responded:

> *"As the chairperson of the learner support team, I work very closely with the community especially on child-headed family issues".*

Miss Ant as the chairperson of the learner support team communicated with social workers and psychologist when necessary to attend to personal serious cases of learners. The involvement of the community members, psychologists and social workers pertaining to learners' problems is regarded as enacting teacher leadership in the community because their profession is to assist the community. Responding to the same question on how teacher leaders at Animal Farm School enact teacher leadership, Miss Caterpillar explained that as a rural school, the community entirely depended on the school facilities. She stated that regularly, the community will use the school hall to hold community meetings because they do not have a community hall. The SMT delegated such duties to teacher leaders. Frequently, teacher leaders will work with the community members. Hence, Miss Caterpillar stated:

> *"The SMT grants us approval to communicate with learners' parents and community members should the critical need arises, but communicate through the school principal".*

Again, the involvement of parents at Animal Farm School being invited by teacher leaders in order to attend to critical issues pertaining to their children served as enactment of teacher leadership in the community. Mrs Buffalo was asked the same question and she indicated that her teacher leadership roles were only limited to being a choir master and the sports organiser. On both occasions of being involved with the choir and sports, teacher leadership was being enacted in the community. Learners and their teacher did participate in the music competitions and they played sports with various schools involving themselves with the members of the community. Enacting teacher leadership in the community by Mrs Buffalo was evident when she responded:

> *"I organise the choir. I organise music competitions and trips. In sports, I organise sport kits and days on which to practice".*

The research participants at this school networked with parents as community members outside their school. The data generated indicated that teacher leaders were given the opportunity by the SMT to work closely with the community members in the form of parents, social workers, psychologists and with children of other neighbouring schools. To some extent, teacher leaders at Animal Farm School did enact teacher leadership in the community as Grant (2008) maintains that teacher leadership must not be limited by the school boundaries but must be promoted within the school community and its surroundings. In conclusion, at Animal Farm School teacher leadership was more prominent in *zones 1, 2* and *4* whereas in *zone 3* teacher participation of teacher leaders in decision making was solely in the hands of the SMT. There were very few examples of teacher leadership in *zone 4*. The research participants' understanding of teacher leadership enactment was strongly demonstrated inside the classroom and in the community. The next part of this section presents challenges that needed to be overcome at Animal Farm School.

4.4.20 Challenges that needed to be overcome at Animal Farm School

To gain clarity on the challenges that needed to be overcome, the three research participants at Animal Farm School were questioned about the challenges which hindered the enactment of teacher leadership in their school. Miss Caterpillar revealed that teacher leadership was faced with countless challenges based on the enactment of teacher leadership. She reported:

> *"Teacher leaders do things anyhow they want to without any documents guiding them to improve the school system".*

She further mentioned that they did not have a document which guided them on how to select teacher leaders for various portfolios. Instead they used the platform of the meeting as the SMT to place teacher leaders in relevant portfolios then raised the matter in a staff meeting to identify the gap which was there whereby they then chose a relevant teacher leader with the relevant experience. The SMT then informed other teachers that they selected a particular teacher to hold that relevant position. Then she added:

> *"Another challenge is that, at times we as the SMT are at fault because so far there is not much support given to teacher leaders, but it is still in the pipeline to support them. We mainly rely on their experience and by seeing their progress in their work".*

The HoD commented on learners' results which were not good because learners arrived late at school due to transport issues. He confirmed that most learners walked long distances to school. In summer there were heavy rainfalls which led to rivers overflowing and it became difficult for learners to cross the rivers. In winter, for the learners who walked long distances, they arrived at school late because leaving home early was a problem because it was still dark outside. These were challenges of enacting teacher leadership in the classroom because the challenges mentioned were natural. The teacher leaders interviewed also agreed that indeed there were challenges that needed to be overcome when teacher leadership was enacted at school. This thinking is in line with Harris's (2004) view that there are various challenges to teacher leadership which are structural. Teacher leaders expressed disappointment when asked about challenges which hindered the enactment of teacher leadership in their school. When asked about these challenges Miss Ant confessed in short:

> *"Teacher leadership is not an easy thing. You have to satisfy people yet you have no means. The SMT should be more supportive towards teacher leaders. Teacher leaders are to be motivated and appreciated".*

Also, Mrs Buffalo rendered her response:

> *"As teacher leaders we are not given any specific responsibilities that we were asked by the SMT to perform, but as an experienced and a professional teacher, I knew and understood the duties I had to perform. As the sports organiser, at times, school hours are used for learners to practice and visit other schools for sports; hence teachers have a negative attitude towards that. That challenges my teacher leadership role".*

She also added that in her school, teacher leaders were not considered by the SMT as leaders. Teacher leaders had the responsibility to take an initiative. They found themselves having more work on their side because they also engaged in extramural activities. Seemingly, at this school the key issue which caused the enactment of teacher leadership to be a challenge to teacher leaders was that they did not get support from the SMT. Duties were randomly given to teacher leaders but there was no guiding document assisting them. Literature around the enactment of teacher leadership, education leadership and management is rich which collaborate with challenges surrounding the enactment of teacher leadership. Regardless of challenges encountered by teacher leaders in this case study school, they are given teacher leadership roles

to play whereas in other schools it does not exist. Despite Animal Farm school having challenges which hindered teacher leadership enactment, we are reminded that teacher leadership acts as a teacher agency which assures that teachers' school work is maintained through creating relationships by providing them with resources and by breaking down barriers throughout the whole school in order to improve learners' educational skills and results (York-Barr & Duke, 2004). Nevertheless, despite the challenges the research participants at Animal Farm School mentioned they encountered when enacting teacher leadership there were factors enhancing teacher leadership, below is the theme which reveals factors which enhanced teacher leadership at Animal Farm School.

4.4.21 Factors enhancing teacher leadership at Animal Farm School

The enhancing factors which arose from the generated data under this theme at this case study school were creativity, communication, support, organisation, empowerment and access to teaching resources. It was evident that all three research participants viewed team work as an important prerequisite for enhancing teacher leadership. Their views were aligned to Hopkins (2001) that the necessary component which might enhance teacher leadership is teamwork amongst teachers (Troen & Boles, 1994) in order to encourage shared relations and practice for teacher leadership enactment in schools (Hopkins, 2001). The following quote by Miss Ant attested to this:

> *"I pass on information correctly, keep records, track of the team and improve the structure of the team".*

Similarly, Mrs Buffalo acknowledged that in her school there were teacher leaders who assisted in different departments because the SMT has insufficient members who are part of the team. She declared:

> *"As PL 1 teachers we are requested to be part of the SMT team".*

As teacher leaders, they agreed to the request from their SMT. By such a response team work was evident at that school. Communication was also highlighted as one of the factors which enhanced teacher leadership at this school. Miss Ant qualified that as a teacher leader in the two committees she led in preparing for meetings. She communicated with teachers through the communication book of which they acknowledged the date of the meeting and they then signed. She added:

"Good communication with other teachers at school is a priority".

Mrs Buffalo also endorsed communication as the factor which enhanced teacher leadership in their school. She specified that she communicated with her class as a class teacher on how to organise the classroom; the seating plan; cleaning roster. She made sure that all learners had relevant stationery; they wore neat uniform; and attended all subjects as per the school requirements. As the sports organiser, in case she interrupted other teachers' lessons, she informed them about any disturbances in time to make sure that she was in the clear with them. She stated:

"Organising activities in time through communicating with other teachers helps".

Also, Miss Caterpillar recognised communication as one of the factors which enhanced teacher leadership in their school. She indicated:

"Teacher leaders are granted permission by the SMT to communicate with learners' parents with regards to anything pertaining to their children, but the school principal must be informed".

The views of the research participants on communication as one of the factors which enhanced teacher leadership were connected with what William (2011) said. He indicated that factors which enhance teacher leadership are trust, school culture, collegiality, communication between teachers and the SMT to simplify collegiality, interpersonal skills and empowerment. Support, creativity and access to teaching resources according to Miss Ant were among the key factors which promoted enhancing of teacher leadership. To support this statement Miss Ant explained:

"The teacher leadership roles I play at school help me to be innovative".

Again, she added that with the support she acquired from the SMT she was able to utilise the school facilities for the benefit of learners. All teachers at her school were always supportive. Support and organisation as factors which enhanced teacher leadership at this case study school were mentioned by Mrs Buffalo. She argued that as the choir master and the sports organiser on the days when practice took place; she organised choir members. She also organised music competitions and trips. As the sports organiser she assigned teachers and learners to different

sport codes; organised material to be used; uniform; trips and days on which to practice. All this was possible because of the support she got from the SMT. As a SMT member, Miss Caterpillar highlighted empowerment as another factor which enhanced teacher leadership. She indicated that teacher leaders managed certain subjects; they controlled other teachers' work. They checked lesson plans, teachers' files. They planned meetings, checked learners' work and made sure that teachers attended relevant workshops organised by the department. She also emphasised:

> *"Teacher leaders in my school are provided with extra knowledge by attending workshops which will empower them"*.

These are not the only factors that may enhance teacher leadership at schools. Even though these factors might be used fruitfully at this case study school there are more factors which are not declared by research participants of this school which may be implemented to enhance teacher leadership in various schools. This opinion is maintained by Wasley (1991) that teacher leadership can be enhanced in schools by encouraging colleagues to change and getting trust from the school principal (Muijs & Harris, 2003). Having discussed the enactment of teacher leadership enactment at Garden School, Colour School and Animal Farm School independently, I now briefly compare teacher leadership enactment of the three case study schools under each theme discussed above.

4.5 A descriptive comparative analysis of the enactment of teacher leadership practices in the three case study schools

Above, the analysis of my generated data for the three case study schools, namely Garden, Colour and Animal farm schools was presented. The above section analysed the distinctiveness of each of the case study schools by explaining the research participants' understandings of the term teacher leadership, teacher leadership enactment per zone, challenges needed to be overcome by teacher leadership and factors enhancing teacher leadership. This section moves beyond the single case to provide insights drawn from the three cases into the research participants' understandings of teacher leadership, the enactment of teacher leadership per zone, challenges needed to be overcome by teacher leadership and factors enhancing teacher leadership. The data analysis is yet again driven by my three key research questions and this

section is divided into two parts. This section will synthesises teacher leadership enactment across three contexts using Grant's model of teacher leadership (2012).

4.5.1 The enactment of teacher leadership across school contexts

The enactment of teacher leadership is compared in these three schools as they do not have similar contexts. Garden school is an urban school, Colour school is a township school and Animal Farm School is a rural school. While studying the enactment of teacher leadership in these three case study schools, I found out that responses given by teacher leaders based on each school context were different. Hence, there was a necessity to compare the enactment of teacher leadership in the three school contexts. Comparison will be explained under the following topics, understanding of teacher leadership, teacher leadership in the classroom, beyond the classroom, in the whole school development, in the community; challenges that needed to be overcome and factors enhancing teacher leadership in schools.

4.5.1.1 Understanding teacher leadership

In an urban school context teacher leaders understood teacher leadership practiced at classroom level, leading school committees, leading and helping learners and teachers. The township school context teacher leaders understood teacher leadership as leading in the classroom, in the school activities and leading other teachers. In a rural school context teacher leadership was understood as leading in the classroom, teachers and the community.

4.5.1.2 Zone 1: Teacher leadership in the classroom

Teacher leaders of three school contexts agreed that in *zone 1* teacher leadership was enacted in a classroom as a class teacher and a subject teacher teaching different subjects in different grades. Teacher leadership enactment in the classroom and in teaching the subject was done differently. In an urban school context, every morning the class teacher led learners with the prayer and marked the register in a clean conducive environment. As subject teachers, teacher leadership in an urban school context had all the resources to use when teaching. In the township school context, class teaching meant checking that learners were in full school uniform. In a rural school context, the enactment of teacher leadership as a class teacher meant checking that all learners were in class on time because they walked long distances to school and that the classrooms were cleaned before they started learning. In the three school contexts subject teachers engaged with teaching their subjects, assisted learners where they did not

understand, gave learners homework and marked it. They set and marked the assessment tasks, recorded marks, compiled schedules and produced progress reports. The enactment of teacher leadership in urban and township contexts when setting papers for assessments, recording marks; compiling the schedules they used computers. Conversely, in a rural school context the enactment of teacher leadership when setting papers for assessments, recording marks, compiling schedules and writing the report cards they did it manually.

4.5.1.3 Zone 2: Teacher leadership beyond the classroom

Teacher leadership was enacted beyond the classroom in all three school contexts, but differently. In a rural school context, teacher leadership was primarily on extramural activities such as music and sports than academically. Teacher leadership enactment in the township school context apparently was balanced because teacher leadership led teachers and learners beyond the classroom. Teacher leadership was enacted at this school beyond the classroom through learner support team and inducting the newly appointed teachers. In an urban school context teacher leadership was enacted beyond the classroom academically as subject heads whereby teacher leaders guided teachers with the curriculum and they inducted the newly appointed teachers. Teacher leadership enactment beyond the classroom was practical at this school context because the SMT provided them with all the teaching material required.

4.5.1.4 Zone 3: Teacher leadership in the whole school development

Teacher leadership enactment in the whole school development across the three school contexts was restricted. Teacher leadership contributed to extramural activities such as sports, school committees, music and heading subjects which are roles under teacher leadership enactment beyond the classroom. HODs from the three school contexts echoed what was indicated by teacher leadership as enactment of teacher leadership in the whole school development. It was therefore, evident that teacher leadership was not involved in school decision making.

4.5.1.5 Zone 4: Teacher leadership in the community

Data generated in the three school contexts revealed that teacher leadership in the community in the rural school context was vigorously enacted in the rural school context compared to the urban and township contexts. Teacher leadership in the rural school context did not have adequate and relevant facilities, but could not limit teacher leaders to enact teacher leadership at community level. Involvement with learners, parents and community members proved that

teacher leaders enacted teacher leadership in the community. Teacher leadership enactment in the community led a school to dedicate and permit teacher leadership to form the learner support team by attending to personal learner necessities, involving parents and social workers at times. The township school context also had the learner support team which assisted learners with problems, but they enacted teacher leadership in the community through sports by engaging with the neighbouring schools which are part of the community. In the urban school context teacher leadership enactment in the community was more academic, thus teacher leadership played a role of coordinating clusters at district level. Their teacher leadership in the community was enacted through sports.

4.5.1.6 Challenges that needed to be overcome

In the urban school context, teacher leadership enactment in the classroom by teacher leadership encountered few minor challenges. The first challenge was learners resisting to clean classrooms because there were workers employed to clean, learners stealing from other learners and those who did not do their homework. Late coming, dodging lessons and learners frequenting toilets because they did drugs were challenges experienced by teacher leadership when enacting teacher leadership in the classroom. In a rural school context a challenge with enacting teacher leadership in the classroom was late coming and that of learners who were tired by the time they got to the classroom because of the long distances walked.

Teacher leadership of the three school contexts had challenges when enacting teacher leadership beyond the classroom, but there were different challenges for each school. Academically, in the urban school context there was limited support from the SMT, no follow-up was done after teacher leaders have attended departmental workshops and resistance from teachers to submit their work to be moderated. Teacher leaders were not formally appointed and were not paid for extra duties. The SMT had its own priority list forgetting about the requirements of teacher leadership. While enacting teacher leadership beyond the classroom, teacher leaders overlapped HOD duties and made final decisions without consulting HODs.

Similarly, teacher leadership in the rural school context considered formally appointing teacher leaders as a challenge. Extra work, time, negative attitude from teachers and not being taken

seriously by the SMT were also challenges encountered by the teacher leaders when enacting teacher leadership beyond the classroom. Teacher leadership enactment in the township school context had similar challenges to those of rural and urban school contexts. No follow-up was done by the school management on teacher leadership enactment beyond the classroom and there was no departmental structure guiding teacher leaders how to enact teacher leadership beyond the classroom. There were more challenges like work load and accountability on teachers' work. As teacher leadership was not encompassed in the school decision making across the three school contexts, for them that could be a challenge. Teacher leadership enactment in the community in the urban school context had few challenges which were sports inclined which concerned the inaccessibility of sports material. In the township school context, teacher leadership considered parents as a challenge because they alleged that teacher leaders interfered with their personal issues. Parents undermined teacher leadership such that teacher leaders were not comfortably operational. The rural school context had more challenges when enacting teacher leadership in the community. Learner late coming, shortage of school resources, coming to school having not done homework, satisfying the needs of the community with insufficient resources were challenges encountered by teacher leadership.

4.5.1.7 Factors enhancing teacher leadership

Despite challenges when enacting teacher leadership in the classroom, for the three school contexts, there were enhancing factors which made the enactment of teacher leadership possible. Teacher leadership enactment in the classroom at the rural school context was practical because teacher leaders were creative and organised. The SMT ensured that they supported teacher leadership because they were aware of the hardships teacher leaders encountered. At the township school context teacher leadership enactment was enhanced by addressing learners, guiding them and by availing themselves to learners at all times. Similarly, teacher leadership enactment at the township and urban school contexts emphasised that they enhanced teacher leadership in the classroom by availing themselves to learners. They also mentioned availability of the teaching material, commitment, understanding and communication as factors which assisted them to enact teacher leadership in the classroom.

Enhancing factors to teacher leadership enactment beyond the classroom at the urban school context were team work, communication and understanding amongst teachers. The rural school

context also regarded communication as the major enhancing factors of teacher leadership enactment beyond the classroom. Again, the research participants considered empowerment, accessibility and availability of the teaching comparable to that of the urban school context. The township school context teacher leadership viewed team work as one factor which enhanced teacher leadership beyond the classroom. Teacher leaders also regarded appointing them to different school committees by talking to learners and parents and by holding meetings with teachers as a factor which enhanced teacher leadership beyond the classroom. Teacher leadership across the three school contexts could not contribute anything to school decision making, so no enhancing factors were declared.

There were enhancing factors when enacting teacher leadership in the community in all three school contexts. Such factors encouraged teacher leadership to diligently enact teacher leadership in their respective schools. Besides teacher leadership in the rural school context having encountered numerous challenges, assisting the community to address them was the main enhancing factor. The research participants in this case study school regarded the permission granted to them by the SMT to communicate with the community members and having good relations with them as other enhancing factors which enabled teacher leadership enactment in the community. The enhancing factors of the enactment of teacher leadership in the community in the urban school context were commitment from teacher leadership's side and guidance from the SMT's side. Two enhancing factors were mentioned by teacher leadership at the township context, namely communication and good relations with the community members. Having discussed the research participants' understanding of teacher leadership, the enactment of teacher leadership, challenges needed to be overcome and factors enhancing teacher leadership in schools at Garden School, Colour School and Animal Farm School independently, I now conclude the chapter.

4.6   Summary of Findings

My study attempted to examine the enactment of teacher leadership in three schools, one urban school, one rural school and one township school. Comparing the explanations of the three research participants and the three case study schools in terms of their contexts, there were slight differences in their responses on how they enacted teacher leadership in their schools.

Their understanding of teacher leadership was generally classroom based. It can be seen that the research participants in this study demonstrated leadership across three zones, namely *zone 1*, *zone 2* and *zone 4* as identified in Grant's (2012) model of teacher leadership. Their teacher leadership was expansive across these three zones excluding *zone 3* as teacher leaders did not contribute anything to their schools' decision making processes. The chapter also attempted to explore challenges that needed to be overcome by teacher leaders when enacting teacher leadership at school. The chapter explored again, factors enhancing teacher leadership in these three schools. In all three case study schools, the research participants were fully aware of challenges they encountered in their schools that needed to be overcome. Insufficient time, teacher resistance and lack of support from the SMT, were the main challenges which were common across the three case study schools. Although challenges limited the enactment of teacher leadership in these three schools, factors that enhanced teacher leadership were also evident. Factors that enhanced teacher leadership such as availability of teacher leaders, team work, communication, guidance, understanding, commitment, creativity, organisation, empowerment, good relations with the community members and access to teaching resources were substantial in the respective case study schools.

4.7 Chapter Summary

This chapter has analysed and interpreted the data generated; the next chapter discusses the summary of the study, the restatement of the key research questions, the conclusions and recommendations.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with analysis and the interpretation of the data generated through semi-structured interviews. The generated data was compared and contrasted to the literature

reviewed and within the theoretical framework presented in Chapter Two. When analysing the data generated, there were findings reached from responses to key research questions. My study explored the enactment of teacher leadership in three schools in the Pinetown District. In this chapter, I reflect on the findings of this study by summarising the study and make conclusions and recommendations. The findings were based on the key research questions. The key research questions of this study were:

- How is teacher leadership understood in the three Pinetown District secondary schools?
- How is teacher leadership enacted in the three Pinetown District secondary schools?
- What are enhancing or inhibiting factors in enacting teacher leadership in the three Pinetown District secondary schools.

Based on these key research questions, chapter five presents the summary of these findings. Based on the summary of findings, this chapter emphasises on three topics. The summary of the study is presented first. The restatement of the key research questions which is done to provide the summary of findings follows. Lastly, the conclusions and recommendations are discussed.

5.2 Summary of the study

Chapter one, begins by highlighting the background and the problem statement of the study. It also offers the purpose and rationale of the study, where I emphasise on the enactment of teacher leadership in schools and how it is understood. Further, I then outline the significance of the study followed by the objectives and key research questions that informed the study. I then provide an overview of the whole study by clarifying the key concepts. Finally, I offer the reader with the organisation of chapters in the dissertation. Chapter two starts of by presenting the theoretical framework that underpinned my study. Secondly, this chapter explored literature on teacher leadership; the term teacher leadership was defined. The importance of teacher leadership and who teacher leaders are were explained. The final part of this chapter investigated factors enhancing teacher leadership and challenges that needed to be overcome were highlighted. Specifically, literature was studied surrounding the teacher leadership enactment in schools. After outlining associated studies on teacher leadership, the chapter closed with the summary.

Chapter three of the study discussed the research design and methodology that was used in generating the data and in answering the three key research questions. The chapter focused on nine core areas associated with the research design and methodology of this study. The nine core areas are qualitative approach, interpretive paradigm, case study style, sampling, methods used to generate the data, data analysis, trustworthiness, ethical considerations, and delimitation and the limitations of the study. The chapter closed with the summary. Next in the study is the presentation, interpretation and discussion of the data generated. Chapter four presented the data analysis and interpretation. The generated data was transcribed verbatim and analysed through content analysis. To systematically present findings the generated data was coded, categorised and presented by means of themes. The following themes emerged from my study on the enactment of teacher leadership in three schools in the Pinetown District: Research participants' understanding of the term "teacher leadership", teacher leadership in the classroom, teacher leadership beyond the classroom, teacher leadership in the whole school development, teacher leadership in the community, challenges that needed to be overcome, factors enhancing teacher leadership and a descriptive comparative analysis of the enactment of teacher leadership practices in the three case study schools. The chapter closed with the conclusion. To follow is the enactment of teacher leadership across all research participants.

5.3 The enactment of teacher leadership across all the research participants
5.3.1 Understanding teacher leadership

Teacher leaders at Garden School understood teacher leadership as being practiced at the classroom level. But, teacher leadership was understood further by one teacher leader as leadership by teachers beyond leading in the classroom and leading in school committees as well. Conversely, the HoD understood it as leading and helping other teachers. At Colour School, both teacher leaders understood teacher leadership as leading in school activities beyond the classroom and one teacher leader further understood it as leading in the classroom. Their HoD understood it as both leading in the classroom and leading other teachers. A teacher leader in Animal School understood teacher leadership as leading in the classroom and another one understood it as leading in the community. Nonetheless, they both understood it as going beyond the classroom to leading teachers. The HoD understood it as leading teachers only. HoDs understood teacher leadership as mainly teacher leaders leading other teachers. Teacher leaders understood teacher leadership as leading learners generally in the classroom. Taking everything into account, both HoDs and teacher leaders understood teacher leadership as

leading in the classroom, leading other teachers and leading in the community. They did not understand it as contributing in school decision making. Therefore, teacher leaders did not understand it at the level of school decision making.

5.3.2 Zone 1: Teacher leadership in the classroom

Both teacher leaders at Colour School involved themselves in subject teaching to enact teacher leadership in the classroom. They also shared similar responses as subject teachers on the enactment of teacher leadership in the classroom. Teacher leadership was enacted by being classroom teachers, preparing for lessons, teaching learners, give them class work, mark learners' work and record it. Using their own or school computers, teacher leaders set the assessment tasks, controlled, evaluated, recorded and reported on learner progress. It could be concluded that teacher leaders' enactment on teacher leadership in the classroom was similar. Moreover, class teaching was mentioned by one teacher leader. To enact teacher leadership, a teacher leader declared seeing to cleanliness of the classroom, drawing the duty roster and compiling the class rules. Their HoD emphasised on the enactment of teacher leadership by teacher leaders as being professional and they were randomly reminded by the SMT their duties as both classroom teachers and subject teachers.

At Garden School, one teacher leader gave detailed information on the enactment of teacher leadership. She mentioned choosing of prefects, drawing the duty roster, writing class rules, checking stationery, checking the uniform and cleanliness of the classroom. Another teacher leader summarised the enactment of teacher leadership as taking care of leaners in his classroom. For both teacher leaders class teaching and marking of the register are common. The HoD emphasised on the enactment of teacher leadership by being class teachers who provided knowledge to learners, parenting, and guidance and by being enlightened.

Teacher leaders in Animal school engaged in classroom teaching. Even though they were subject teachers of various subjects, that was not mentioned. This case study school was at the rural context; hence the enactment of teacher leadership was done differently from that of township and urban schools. Both teacher leaders at this rural school enacted teacher leadership in a comparable way. They led their classrooms as classroom teachers, they inspired learners to learn and they took care of learner human relations. Similarly, it was their duty to monitor study periods within school hours because it was compulsory to do so. Study periods were encouraged because learners did not get time to study at home as most households did not have

electricity. Most learners travelled long distances such that by the time they got home it was already dark. These teacher leaders played a major role in enacting teacher leadership by monitoring study periods. Their HoD confirmed that indeed teacher leaders at their school enacted teacher leadership by engaging in classroom teaching, and that one of their major roles was to see to the human relations of learners, to monitor study periods and to communicate with parents if necessary.

5.3.3 Zone 2: Teacher leadership beyond the classroom

At Animal Farm School only one teacher leader enacted teacher leadership beyond the classroom, through the involvement in music and in sports. She enacted teacher leadership by leading the choir, organising different sports codes, allocating learners and teachers to relevant sports codes, organising sports material and sports trips. The HoD emphasised that it was critical for the SMT to support teacher leaders when they enact teacher leadership beyond the classroom because for them to successfully function they needed resources. The SMT encouraged teacher leaders to participate in extramural activities to successfully enact teacher leadership beyond the classroom.

Teacher leaders at Colour School enacted teacher leadership, but one teacher leader's enactment of teacher leadership was learner oriented and another teacher leader's enactment of teacher leadership was teacher oriented. One teacher leader enacted teacher leadership beyond the classroom as the member of the learner support team and led the passbook competition. She engaged with learners who had personal problems and at times she involved parents and social workers. In the passbook competition, she planned and chaired informal meetings with History teachers. Another teacher leader enacted teacher leadership as a subject head. She monitored, moderated and checked teachers' work, and files. Again, she mentored the newly appointed teachers. The HoD mentioned that they encouraged teachers to participate in various school committees and they were supported by the SMT to hold meetings for them to successfully enact teacher leadership beyond the classroom.

The enactment of teacher leadership beyond the classroom at Garden School was enacted by being subject heads. Teacher leaders at this case study school stated that as subject heads they led and guided teachers of respective subjects. They ensured that teachers followed the curriculum and they assisted them to organise their subject and personal files. They moderated teachers' work, did class visits and attended to curriculum issues. One teacher leader mentioned

the induction of new teachers as the enactment of teacher leadership. This teacher leader guided newly appointed teachers with the curriculum. Both teacher leaders spoke of promoting good academic relationships with teachers in their respective departments. The HoD cited that teacher leadership was enacted by teacher leaders at their school because the management team provided teacher leaders with the teaching material. As the SMT they assisted subject heads to draw up subject policies to make the enactment of teacher leadership beyond the classroom to be a success.

5.3.4 Zone 3: Teacher leadership in the whole school development

Finding from teacher leadership in all three school contexts revealed how teacher leadership was enacted in the development of their schools, teacher leaders revealed that the roles they played beyond the classroom was evident that they enacted teacher leadership in the whole school development. To teacher leadership participating in extramural activities such as sports, school committees, music and heading subjects meant enacting teacher leadership in the whole school development as well. The HODs in the three school contexts echoed what was indicated by teacher leadership as enactment of teacher leadership in the whole school development.

5.3.5 Zone 4: Teacher leadership in the community

Teacher leaders at Garden School enacted teacher leadership in the community, but it was enacted differently by teacher leaders. One teacher leader enacted teacher leadership by providing curriculum development with teachers of the same subject at District level as the cluster coordinator. She led in-service education and supported other teachers from other schools. Another teacher leader enacted teacher leadership by participating in sports as sports organiser. Participating learners in sports visited learners in their schools to partake in various sport codes. The HoD confirmed that teacher leaders enacted teacher leadership by engaging with other schools in various ways, such as in sports and in cluster meetings. Support was given to teacher leaders by the SMT in the form of transportation to venues.

Parents and learners of the Animal School lacked resources as it was situated in the rural and poor community. The school too did not have enough facilities but it played a major role to learners, parents and the community as the community is authorised to use the school facilities when necessary. Teacher leaders at this school enacted teacher leadership working very closely with the community. One teacher leader was the member of the learner support team and so

worked with learners, parents and social workers. The teacher leader also attempted to assist learners with personal domestic problems, for example, taking home or to the clinic sick learners. In the absence of resources for the community, at times the school hall was used for community meetings. The teacher leader had to liaise with the community members with the school; such was the enactment of teacher leadership in the community, assumed the HoD. The second teacher leader showed evidence of enacting teacher leadership in the community through sports, music and by visiting other schools.

A teacher leader at Colour School enacted teacher leadership by participating in leadership roles in the community. Teacher leadership was enacted by networking with both learners and teachers of other schools and with the social workers. She also enacted teacher leadership in the community by allowing learners to participate in the Passbook competition. They gained access to local museums with learners of other neighbouring schools. The HoD of this case study school stated that teacher leaders enacted teacher leadership by involving themselves with other schools.

5.3.6   Challenges that needed to be overcome

At Garden School the teacher leader highlighted learners resisting to clean classrooms because they believed that there were people who were employed to clean classrooms and the whole school premises as one challenge to be overcome. Another challenge was that of learners stealing from one another and that of learners not doing their homework. Other two research participants did not mention any challenges encountered when they enacted teacher leadership in the classroom. Teacher leadership enactment in the classroom had its own challenges at Animal Farm School. Teacher leaders at this case study school encountered a challenge of sympathising with learners with personal problems. Few examples of problems learners had at this school were death in the family, living with sick elderly people and child-headed families. The school had most learners who came from homes which did not have electricity, therefore the school organised teacher leaders to monitor compulsory study periods. The HoD commented on learners' results which were not good because learners arrived late at school due to transport issues. Most learners walked long distances. In summer there were heavy rainfalls which led to rivers overflowing and it became difficult for learners to cross rivers. In winter for the learners who walked long distances, they arrived at school late because leaving home early was a problem as it was still dark outside. These were challenges of enacting teacher leadership in the classroom encountered by teacher leaders at Animal Farm School. Challenges

that had to be overcome by teacher leaders in the classroom were mostly environmental related. At Colour School teacher leaders complained about the challenges they encountered when they enacted teacher leadership in the classroom. Late coming, learners refraining from attending lessons and learners who frequently visited toilets because it was assumed they took drugs were major challenges faced by teacher leaders. The HoD mentioned the ignorance of the SMT by not recognising teacher leaders as leaders who could also add to the whole school development and to the community.

The enactment of teacher leadership beyond the classroom had its challenges. At Garden School, both teacher leaders highlighted lack of support from the SMT. Teacher leaders were not formally appointed and were not paid. They worked extra hours. Teacher leaders' skills benefited the school only not teacher leaders. One challenge encountered by teacher leaders was teachers duplicating their assessment tasks first before submitting to the teacher leader to be moderated. Another teacher leader stated that teachers did not submit their work as expected. There were different characters and different attitude to deal with from teachers they led. Not getting support from the SMT was evident that the SMT had its own priorities forgetting the teacher leaders' priorities. Teacher leaders were not taken seriously by the SMT. Teacher leaders were not formally appointed and were also not paid for extra duties. The HoD stated that teacher leaders did not seem to be willing to listen to the SMT because by just being given a teacher leadership position one assumed that they held the same positions as those of the SMT members.

At Animal Farm School, there were also challenges on the enactment of teacher leadership beyond the classroom. One teacher leader mentioned that the challenge was learning while on duty because there was no proper training arranged for teacher leaders on how to enact teacher leadership beyond the classroom. There was no development received from the SMT. Teacher leaders were not motivated and appreciated by school leadership. Working with teachers with different attitudes towards finding a common goal was a challenge. Another teacher leader mentioned that the SMT did not consider teacher leaders as leaders. Time was a challenge on her side. Negative attitude teacher leaders got from teachers when teacher leaders used teaching hours for extra mural activities was a challenge. There was no support from other teachers and from the SMT. One last challenge was that of extra work for teacher leaders. Another teacher leader mentioned teachers' attitudes, and insufficient time as challenges which made it difficult to enact teacher leadership beyond the classroom. The HoD emphasised that no support was

given to teacher leaders at this case study school. There were no leadership programmes structured to empower teacher leaders. They only relied on their experience.

One teacher leader who is the member of learner support team at Colour School specified that sometimes learners and parents blamed her for interfering with their personal issues as a challenge. The SMT viewed that teacher leader as a threat as she communicated closely with parents and teachers. Another challenge was that learners at times did not show up for their appointments. There were no departmental structures to guide this teacher leader. There was no follow up from the SMT. One teacher leader indicated that there were no specific roles given to teacher leaders by the SMT. Work load and monitoring the implementation of the curriculum were challenging. More challenges were accountability when it came to teachers' work and teachers who did not understand the importance of monitoring systems. The HoD said that the challenges to be overcome encountered by teacher leaders when enacting teacher leadership were parents with a tendency of undermining teacher leadership's efforts because they only believed in the SMT. Parents did not want to listen to teacher leaders because these parents protect and side with their children. The enactment of teacher leadership in the whole school development was very limited as teacher leaders did not participate in the school decision making.

The challenges to be overcome by teacher leaders of the three school contexts in teacher leadership enactment in the community were compared. Challenges encountered by teacher leaders at Animal Farm School were satisfying the needs of the community and yet there were no resources and facilities to do so. Another teacher leader regarded the attempts to assist learners with personal domestic problems were solely provided by teacher leaders, for example using own transport taking sick learners home or to the clinic. Teacher leaders communicated with learners' parents because of shortage of SMT members was the challenge teacher leaders had to overcome. At Garden School, at times it was a struggle to get the equipment for the teacher leader to use when visiting other schools for sports. Accessibility to the material was difficult. Another teacher leader and an HoD did not mention any challenges encountered when enacting teacher leadership in the community. The teacher leader, who is in the learner support team at Colour school, had a challenge of parents who complained that she interfered with their personal issues when attending to learner problems. The HoD stated that parents undermined teacher leaders. They claimed to own the school as the community. Parents sided with their

children. Teacher leaders were not protected by the school because at times parents took the law to their hands by confronting teacher leaders claimed they did wrong.

5.3.7 Factors enhancing teacher leadership

The enhancing factors mentioned by the teacher leader at Garden School when enacting teacher leadership in the classroom was the availability of teacher leaders who participated in relevant school activities when required to. Another teacher leader mentioned taking and following the instructions from the SMT and the availability and implementation of the Departmental policy documents as enhancing factors of teacher leadership enactment at their school. The HoD emphasised on the availability of the teaching material for teacher leaders, understanding and communication amongst staff members as factors which enhanced teacher leadership enactment in their school. Factors enhancing teacher leadership in the classroom at Animal Farm School are creativity and good organisation skills. The HoD highlighted support from the SMT as an enhancing factor. At Colour School, the enhancing factors in the classroom given by teacher leaders were communication, availability and guidance towards learners. Beyond the classroom at Animal Farm School, the enhancing factors declared by teacher leaders were communication and empowerment, whereas the HoD viewed access to teaching resources as the enhancing factor. For Garden School, team work and communication were regarded as enhancing factors beyond the classroom. The HoD observed understanding amongst teacher leaders, other teachers and the SMT as an enhancing factor of the enactment of teacher leadership beyond the classroom. At Colour School, teacher leaders viewed good team work and assisting one another as enhancing factors of teacher leadership enactment. The HoD perceived partaking of teacher leadership in various school committees as an enhancing factor. Teacher leadership enactment in the whole school development pointed to no enhancing factors as teacher leaders could not contribute anything to the school decision processes.

At Garden School, commitment is the enhancing factor of the enactment of teacher leadership in the community viewed by one teacher leader whereas the HoD regarded guidance by the SMT as an enhancing factor. At Animal Farm School, teacher leaders cited communication and good relations with the community as enhancing factors. Likewise, the HoD considered granting permission to teacher leaders to communicate with community members when necessary as the enhancing factor of the enactment of teacher leadership in the community. At Colour School, communication and maintaining good relations with other people were perceived as the enhancing factors in the enactment of teacher leadership in the community.

Having discussed the issues linked with teacher leadership enactment across the research participants of the three case study schools, to follow are the key research questions which my study was based upon. Consequently, these key research questions are utilised as the source of the presentation of the findings of my study.

5.4 Key research questions restated

It was significant to explore how exactly teacher leaders understood teacher leadership and how teacher leadership was enacted and what enhanced and inhibited the enactment of teacher leadership in schools. Subsequently, the objective of this study was to explain the enactment of teacher leadership in schools. Based on this objective and on the key research questions, I arrived at some conclusions regarding the enactment of teacher leadership in three schools in the Pinetown District. Hence, my conclusions are grounded on these three research questions of my study.

5.4.1 How is teacher leadership understood in schools?

When the research participants in all three school contexts were asked about their understanding of the term teacher leadership, teacher leaders understood teacher leadership as leading learners generally in the classroom. Teacher leadership in the rural school context added teacher leadership enactment in the community. Taking their responses into account, HoDs and teacher leaders understood teacher leadership as leading in the classroom, leading other teachers and leading in the community. They did not understand it as contributing to school decision making. Therefore, the research participants in all three case study schools did not understand it at the school whole school development level. Hence, according to them, teacher leadership was not involved in the whole school development.

5.4.2 How is teacher leadership enacted in schools?

Grant's (2012) teacher leadership model was utilised to answer the second key research question. The model centres teacher leadership on four semi-distinct zones and roles. To answer the second key research question, how teacher leadership was enacted in the three case study schools, I applied this model. Hence, the four zones of the teacher leadership model developed by Grant (2012) were applied to explain how teacher leadership was enacted in three schools in the Pinetown District. In *zone 1*, teacher leadership existed within the classroom

where teacher leaders led and managed the teaching and learning process. In this zone teacher leadership in all three school contexts was similar to class teaching and subject teaching, but the enactment was done differently. In the urban school context the enactment of teacher leadership was flexible because of the resources and facilities they had. Teacher leaders did not have to worry about late coming of learners, cleanliness of the classroom and the uniform worn by their learners because everything was in order. The same was the case with teaching in the classroom, for teacher leaders the material needed to be used was readily available. Teacher leaders had access to computers which made their work much easier. Teacher leadership in the township school context did not differ much from teacher leadership in the urban school context in terms of the material used when teaching and reporting on learner achievement. In the township school context teacher leadership struggled with assuring that learners wore their school uniform correctly and that they always kept their classrooms clean at all times. The rural school context enactment of teacher leadership in *zone 1* meant making sure and encouraging leaners to be at school on time because most learners travelled long distances. They had to make sure that the classrooms were swept before teaching could commence. Enactment of teacher leadership as a subject teacher was a struggle on their side because everything was done manually from setting of papers, marking, recording marks, and schedule compilation to issuing out of the progress reports.

In *zone 2*, teacher leadership led beyond the classroom by developing relationships with their colleagues. The three school contexts enacted teacher leadership beyond the classroom even though it was done slightly differently in all three cases. Teacher leadership in the rural school context was only limited to extramural activities. Academically nothing was mentioned and it was only one teacher who led beyond the classroom. The enactment of teacher leadership in this rural school was mainly learner oriented. In an urban school context the interest of enacting teacher leadership beyond the classroom was more academic as both teacher leaders mentioned being the subject heads. Their interest was mainly on ensuring that learners had good and relevant teachers who were developed in the curriculum issues and in inducting the newly appointed teachers. The township school context when enacting teacher leadership beyond the classroom, catered for both leaners and teachers. Teacher leadership cared about the well-being of learners; they belonged to various committees and as subject heads they guided teachers as well with the curriculum.

In *zone 3* teacher leaders are to be contained within the whole school development matters such as developing the mission statement of the school as well as developing the school policy (Grant, 2010). Teacher leaders' roles in this zone are to organise and lead evaluations of school practices and participating in school level decision-making (Kajee, 2011). Findings from teacher leadership in all three school contexts on how they enacted teacher leadership in the whole school development discovered that teacher leadership was excluded in the school decision making practices. Partaking in the whole school development and in school decision making was for the SMT. Opportunities to include teacher leadership in school policy formulation were limited. Teacher leadership only enacted teacher leadership in the classroom and in extramural activities such as sports, school committees, music and heading subjects.

In *zone 4*, teacher leadership led in community life by networking with community members. This zone transpired outside the school premises into the community and amongst the neighbouring schools with other teachers. This was done by providing curriculum development awareness and assisting teachers in other schools such as in clusters where teachers shared resources and ideas in various subject areas. Teachers and learners are community members (Katzenmeyer & Moller, 2001). The SMT in the three school contexts was mainly engaged in leadership and management roles; therefore teacher leaders enacted teacher leadership in the community. Teacher leadership got the mandate from the SMT to enact teacher leadership and work with the community. The rural school context teacher leadership proved that both teachers and learners are part of the community. They enacted teacher leadership by involving social workers, health workers, parents and the whole community. The enactment of teacher leadership in the township school context was slightly evident through sports with the neighbouring schools. Teacher leadership enactment in the urban school context was more academic and into sports. In the rural school context, it was the school that assisted the community whereas in both the township and urban school contexts, schools were there for academic purposes and sports.

5.4.3 What are enhancing or inhibiting factors in enacting teacher leadership in schools?

The teaching profession is full of challenges and drawbacks (Somdut, 2012), simultaneously it has enhancing factors (Khumalo, 2008). Findings detected that teacher leadership as well has its own challenges and drawbacks. As teacher leaders lead in their classrooms and beyond and in the community they encounter numerous challenges which hinder their enactment of teacher leadership in their schools. Nevertheless, regardless of challenges encountered by teacher leaders when enacting teacher leadership, findings discovered that there are factors which enhance teacher leadership in school. Responding to the third key research question, the findings will firstly, speak to the challenges encountered by teacher leaders when enacting teacher leadership in schools and will then highlight the findings of the enhancing factors.

In *zone 1*, the enactment of teacher leadership in the classroom in the three school contexts had different challenges per school. In the urban school context there were few yet minor challenges teacher leaders encountered, such as learners resisting to clean their classrooms and learners stealing from one another. My finding with teacher leadership in the township school context was that learners are children and that not all learners challenged teacher leadership in the classroom but only few learners. In the rural school context the enactment for teacher leadership in the classroom was a challenge which resulted from the background of learners at home or because of the environment they lived in. It was realised that the environment from where the learners came could be a challenge to teacher leadership at school.

There seemed to be more challenges in *zone 2* when teacher leaders enacted teacher leadership with other teachers and learners outside the classroom. Challenges mentioned by teacher leaders in all three school contexts were common and most of them were academic. Teacher leaders complained about similar challenges, namely lack of support from the SMT, resistance from teachers, not being formally appointed, learning while on duty and extra work which was not paid for. In *zone 3*, teacher leadership in all three school contexts echoing not being included in the whole school development through the decision making process was a challenge. The findings revealed that in *zone 4* there were few challenges mentioned by teacher leaders on the enactment of teacher leadership in the community in the urban and rural school contexts. The challenges they encountered were sports inclined and issues with learners' parents, respectively. On the other hand, the rural school context teacher leadership had to go the extra mile working with the community mainly because of the shortage of the SMT members. Teacher leaders found themselves using own resources at times to assist their

learners and the community. Despite the challenges, below the findings on the enhancing factors in the enactment of teacher leadership in schools are resonated.

Though there were challenges encountered by teacher leaders when enacting teacher leadership in the classroom, there were enhancing factors which motivated them to continue enacting teacher leadership. Enhancing factors given by teacher leaders differed in *zone 1* even though they were slightly similar. In the rural school context creativity and being organised favoured their enactment of teacher leadership in the classroom. In the township school context, addressing and guiding learners assisted them to successfully enact teacher leadership in the classroom. Commitment, understanding and communication contributed to teacher leadership enactment in the urban school context. Availability of teacher leaders in the township and urban school contexts enhanced their teacher leadership enactment in the classroom. Team work is critical in any work environment (Burns, Bassett and Roberts, 2010). The SMT and teacher leaders should work collectively as a team to attain one purpose which is allowing teacher leadership to be able to enact teacher leadership beyond the classroom with other teachers and learners. Hence, teacher leadership in both the urban school context and the township school context viewed team work as the enhancing factor. Working as the team promoted good communication.

In this study, teacher leadership in the rural school context and in the urban school context regarded communication as the enhancing factor to the enactment of teacher leadership beyond the classroom. Even though other enhancing factors were not common in all three school contexts, they seemed to be effective for teacher leaders of each school in the enactment of teacher leadership beyond the classroom. Even though teacher leadership was not encompassed in enacting teacher leadership in the whole school development, I found that by employing the collaborative spirit among teachers, the school organisations were able to meet their educational goals and attained success holistically.

All schools are part of the community and schools should work together with the community (Mendez-Morse, 1992). The abovementioned statement encouraged the enactment of teacher leadership in the community, particularly in the rural school context. The SMT of the three

schools gave powers of working with the community to teacher leadership because their schools are part of the community. Besides various challenges mentioned by teacher leaders in working with the community, they also confirmed that there were enhancing factors which enabled them to enact teacher leadership in the community. Firstly, it was the permission granted to teacher leaders by the SMT to work within the community. Secondly, it was the good relations they had with the community members. Thirdly, it was teacher leaderships' commitment and guidance from the SMT. Lastly, there was good communication between teacher leaders and the community. Overall, apart from challenges encountered by teacher leaders while enacting teacher leadership, there were enhancing factors which kept them motivated. The findings showed that there is a great need to formally encourage the enactment of teacher leadership in schools, mainly in the whole school development. The next section discusses the conclusions.

5.5 Conclusions

In general, I observed that the research participants defined teacher leadership mainly leading and leading by example. This includes managing, coordinating, liaising and communicating with all stakeholders. This includes using initiative, troubleshooting, mentoring and coaching, supporting and guiding. There is evidence from the findings that the teacher leadership characteristics and accountabilities, differ from those of the SMT's. SMT's seem to be the administrative oversight and they help to coordinate at a higher level. They step in when things go wrong, and where lower level functions cannot arrive at a solution. They help to manage conflict with internal and external stakeholders, and serve as an intermediary between the DoE framework and the lower levels.

The study found that teacher leaders in the classroom work at a functioning level. They deal with the pragmatics of the classroom, and learners. They are the leaders, and operate as *in loco parentis* and offer support to learners. They have to have their ears to the ground and ensure that they detect, manage and report any undesirable behaviour and problems. They deal with the daily operations within the classroom environment to ensure that it facilitates learning. They need to communicate with other stakeholders, and coordinate and initiate activities. They also deal with the human relations element. My study revealed that teacher leaders as subject heads seem to deal more with the compliance and regulatory components, ensuring that all is

done according to the book. Thus they monitor and evaluate activities and performance. They help to coordinate according to curriculum guides, and troubleshoot when there are significant deviations therefrom. They help to provide information and setup meetings and workshops to keep people informed, and compliant. They moderate and ensure practice is compliant and sound. They ensure that the curriculum is monitored and delivered in the prescribed way. So they really are subject advisors and specialists, and police curriculum mode and delivery.

It is observable from the study that while enacting teacher leadership in schools there are challenges encountered by teacher leaders. The findings also showed that there is very little support and guidance given to teacher leaders and very often they have to rely on their own experience and gut feeling. It is personally taxing having to navigate and coordinate different people with very little recognition, or support, or reward. So what you find is that a lot of the reward is intrinsic and is what they have made out of the experience, and how they have personally grown accordingly. This means without external reward and recognition they have had to make it intrinsic and personally rewarding, including extending it to other areas of life. There is little support from SMT's and very little guidance including legal and behavioural guidance and support. Therefore, the desired outcomes have not been met as there is very little compliance, and monitoring of teacher leadership behaviour.

It was also observed that teacher leaders have received both negative and positive feedback as a consequence of teacher leadership roles and the response to this feedback is varied. There seems to be very little acknowledgement and respect for, especially PL1s, with no formal title when trying to assume a leadership position. This spills over into role conflict, especially where elected teachers are not HODs and where their tasks overlap other staff members. As a result of the poor governance and guidance there has been misconduct and poor performance of necessary tasks. All of the feedback and negative recourse of trying to fulfil their roles sometimes take a personal toll, especially where there is very little acknowledgement of their role, and the responsibilities they have taken up. These additional responsibilities add to their existing workload and stress, hence time management becomes a problem. This further exacerbates the personal toll as they have insufficient support, and resources to adequately conduct their job. Fellow teachers and parents do not respect them, and as such, have no appreciation for what they are trying to do, and of their opinion.

The findings reveal that, as such in teacher leadership there is very poor effort, duplication of work and overlapping tasks. There is poor understanding of what teacher leaders are trying to achieve and consequently it is poorly received. Teacher leadership also encounter conflict, resistance and poor compliance to suggested activities and advice. Again, all of these take a personal toll. The manner in which teacher leaders have enacted teacher leadership has largely been based on their own experience as there has been very little guidance and support from SMT's or other bodies. Teacher leaders have ensured efficient communication and coordination amongst stakeholders, involving as many people as possible in making decisions. Teacher leadership is mainly learner and outcomes driven, where constructive criticism is embraced, a positive attitude maintained, and listening to and incorporating feedback.

5.6 Recommendations

My study attempted to answer the three key research questions on the enactment of teacher leadership in schools. In interpreting what emerged in this research, the recommendations listed below may assist in addressing the enactment of teacher leadership and the challenges experienced by teacher leaders in schools. Similarly, my recommendations may assist to prepare teacher leaders to perform their duties more professionally and efficiently. From the conclusion of my findings I recommend the following:

- Teacher leaders are recommended to take initiative.
- There must be a change in management to start including all staff and teacher leaders in making decisions and respecting them for such.
- There has to be more mediation and relationship management to assist teacher leaders with task performance.
- Teacher leaders need more training to instil the necessary skills to perform their teacher leadership activities. This will empower and enable them to do so.
- The SMT needs to start recognising and rewarding teacher leaders for their endless efforts. Doing so will go a long way in preventing burnout and demotivation of those enacting teacher leadership.
- There is a necessity to reassign workload and time management must receive personal and practical consideration.
- There needs to be role clarification to avoid role conflict and confusion going forward.

- I recommend further research to explore issues around the needs of teacher leadership in schools.

5.7 Chapter Summary

This chapter has discussed the summary of the study. The research questions were addressed by the findings of the study. Based on the findings relevant conclusions were drawn and pertinent recommendations were made.

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APPENDICES

APPENDIX A:

LETTER TO SCHOOL PRINCIPALS REQUESTING PERMISSION TO CONDUCT A RESEARCH

> University of KwaZulu-Natal
>
> Edgewood Campus
>
> Private Bag X03
>
> Ashwood
>
> 3605
>
> 06 December 2017

The Principal

…………………………………………………………

…………………………………………………………

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…………………………………………………………

………………………….

Dear Sir/Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Siphindile Anne-Marry Ngcobo, a Masters student at the University of KwaZulu-Natal (Edgewood Campus) and a teacher at St Francis College in Mariannhill. As part of my degree fulfilment, I am required to conduct research. I, therefore kindly seek permission to conduct this research at your school. The title of my study is: **The enactment of teacher leadership: A case study of three schools in the Pinetown District.**

This study aims to feed into the restricted research on teacher leadership in an evolving democracy like South Africa by giving an explanatory account of factors that enhance or inhibit the enactment of teacher leadership in schools. It is hoped that the insight gained will contribute to our understanding of teacher leadership in a South African context and add South African perspective to the global teacher leadership discussion. The planned study will focus on Post Level 1 teacher leaders. The study will use semi-structured interviews with HoDs and PL1 teachers. Participants will be interviewed for approximately 40-60 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded.

PLEASE TAKE NOTE THAT:
- There will be no financial benefits that participants may accrue as a result of their participation in this research project.
- Your identity will not be divulged under any circumstance/s, during and after the reporting process.
- All the responses will be treated with strict confidentiality.
- Pseudonyms will be used to represent the school and names of the participants.
- Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.
- Participants purposively selected to participate in this study and they will be contacted well in advance for interviews.
- The interviews shall be voice-recorded to assist me in concentrating on the actual interviews.

You may contact my supervisor, the Research Office or me should you have any queries or questions:

Supervisors:
Dr BNCK Mkhize
Tel. 031-2601398 (office)
Cell: 083 653 0077
E-mail: Mkhizeb3@ukzn.ac.za

UKZN Research Office
Mariette Snayman
HSSREC-Ethics
Tel: 0312608350
E-mail: snymanm@ukzn.ac.za

My contact number:
Tel: 031 700 2824 (work)
Cell: 072 6154 304
E-mail: ngcobosam7@gmail.com

Your positive response in this regard will be highly appreciated. Thanking you in advance.

Yours Faithfully

S. A. Ngcobo (Miss)

…………………………………..DETACH AND RETURN……………………………

Declaration

I………………………………………………………………. (Full names of the principal) of --(School name) hereby confirm that I have been informed about the nature, purpose and procedures for the study: **The enactment of teacher leadership: A case study of three schools in the Pinetown District.** 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 for the school to be part of the study. I

understand that the school is at liberty to withdraw from research at any time should the school so desire.

I **agree/ do not agree** for the use of audio recording device.

Signature of Principal   Date

………………………………..   …………………………

School stamp

Thanking you in advance.

Siphindile Anne-Marry Ngcobo (Miss)

APPENDIX B:

HoD'S PERMISSION TO PARTICIPATE IN THE INTERVIEWS

University of KwaZulu- Natal

Edgewood Campus

Private Bag X03

Ashwood

3605

06 December 2017

The Head of Department

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…………………………..

Dear Head of Department

RE: REQUEST TO THE HEAD OF DEPARTMENT TO PARTICIPATE IN MY STUDY

I am a Masters in Education student at the University of KwaZulu-Natal, Edgewood Campus in the faculty of Education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and to interview HoDs and PL1 educators on **The enactment of teacher leadership: A case study of three schools in the Pinetown District.** I humbly request permission to interview you as a Head of Department with regards to the above mentioned title.

This study aims to feed into the restricted research on teacher leadership in an evolving democracy like South Africa by giving an explanatory account of factors that enhance or inhibit the enactment of teacher leadership in schools. It is hoped that the insight gained will contribute to our understanding of teacher leadership in a South African context and add South African perspective to the global teacher leadership discussion. The planned study will focus on Post Level 1 teacher leaders. The study will use semi-structured interviews with HoDs and PL1 teachers. Participants will be interviewed for approximately 40-60 minutes at the times convenient to them which will not disturb teaching and learning. There will be an individual interview which will last for at least 45 minutes in February 2017. Each interview will be voice-recorded. Certainly, interview process will not disrupt the teaching and learning. It will be conducted when the participants are free or during after school hours.

You may contact my supervisor, the Research Office or me should you have any queries or questions:

Supervisors:
Dr BNCK Mkhize
Tel. 031-2601398 (office)
Cell: 083 653 0077
E-mail: Mkhizeb3@ukzn.ac.za

UKZN Research Office

Mariette Snayman
HSSREC-Ethics
Tel: 0312608350
E-mail: snymanm@ukzn.ac.za

My contact number:
Tel: 031 700 2824 (work)
Cell: 072 6154 304
E-mail: ngcobosam7@gmail.com

Your positive response in this regard will be highly appreciated. Thanking you in advance.

Yours Faithfully

S. A. Ngcobo (Miss)

APPENDIX C:

EDUCATOR'S PERMISSION TO PARTICIPATE IN THE INTERVIEWS

University of KwaZulu- Natal

Edgewood Campus

Private Bag X03

Ashwood

3605

06 December 2017

The Educator

……………………………………………………………………………

……………………………………………………………………………

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……………………………..

Dear Educator

RE: REQUEST TO THE EDUCATOR TO PARTICIPATE IN MY STUDY

I am a Masters in Education student at the University of KwaZulu-Natal, Edgewood Campus in the faculty of Education. As part of the requirements for the degree of Master of Education, I am required to conduct a research and to interview HoDs and PL1 educators on **The enactment of teacher leadership: A case study of three schools in the Pinetown District.** I humbly request permission to interview you as a PL1 educator with regards to the above mentioned title.

This study aims to feed into the restricted research on teacher leadership in an evolving democracy like South Africa by giving an explanatory account of factors that enhance or inhibit the enactment of teacher leadership in schools. It is hoped that the insight gained will contribute to our understanding of teacher leadership in a South African context and add South African perspective to the global teacher leadership discussion. The planned study will focus on Post Level 1 teacher leaders. The study will use semi-structured interviews with HoDs and PL1 teachers. Participants will be interviewed for approximately 40-60 minutes at the times convenient to them which will not disturb teaching and learning. There will be an individual interview which will last for at least 45 minutes in February 2017. Each interview will be voice-recorded. Certainly, interview process will not disrupt the teaching and learning. It will be conducted when the participants are free or during after school hours.

You may contact my supervisor, the Research Office or me should you have any queries or questions:

Supervisors:
Dr BNCK Mkhize
Tel. 031-2601398 (office)
Cell: 083 653 0077
E-mail: Mkhizeb3@ukzn.ac.za

UKZN Research Office
Mariette Snayman
HSSREC-Ethics
Tel: 0312608350
E-mail: snymanm@ukzn.ac.za

My contact number:
Tel: 031 700 2824 (work)
Cell: 072 6154 304
E-mail: ngcobosam7@gmail.com

Your positive response in this regard will be highly appreciated. Thanking you in advance.

Yours Faithfully

S. A. Ngcobo (Miss)

APPENDIX D:

PARTICIPANTS CONSENT FORM

Date: ……………………………………………………………...

School: …………………………………………………………...

District: …………………………………………………………...

I ………………………………………………………………………… (Full names) hereby agree to participate in the research project: **The enactment of teacher leadership: A case study of three schools in the Pinetown District.**

I understand that the information is for research purpose only and that I will respond to the interviews and that I am fully aware that the interview will be taped recorded. I consent to the tape recording of the interview and to the use of my responses in the research project. I understand that my responses will be treated confidentially and that the information will be treated respecting anonymity upon transcription of the interviews or any of the published results of the study. I am aware that I may withdraw from the project at any time by just notifying the researcher.

I understand that my participation is voluntary and that there is no penalty whatsoever for participating and that I have not been coerced or pressurised into signing this consent form.

Signature: …………………………

Date: ………………………………

Researcher: ……………………….

Date: ………………………………

APPENDIX E:

Interview schedules for HoDs

Below is the semi-structured interview scheduled for HoDs that will guide the interview process with the research participants. Follow-up questions will also be posed depending on the responses of the participants. The interviews will last between 45 minutes and 1 hour.

1. Tell me about your understanding of the term "teacher leadership".
2. What are your views on teacher leadership?
3. Tell me about the various roles of teacher leaders in your school?
4. How are teachers appointed as teacher leaders in your school?
5. How do teacher leaders enact teacher leadership in your school?
6. What support do teacher leaders get from the School Management Team (SMT)?
7. Are there any issues on teacher leadership you would like to share with me?

APPENDIX F:

Interview schedules for teacher leaders

Below is the semi-structured interview scheduled for teacher leaders that will guide the interview process with the research participants. Follow-up questions will also be posed depending on the responses of the participants. The interviews will last between 45 minutes and 1 hour.

Questions scheduled for Teacher Leaders

1. What is your understanding about teacher leadership?
2. How were you selected as a teacher leader? [Were you formally or informally appointed? Who appointed you? Were there any specific responsibilities that you were asked to perform? If yes, what are those responsibilities? If no, what is your understanding of the responsibilities that you were tasked to perform?]
3. How do you as a teacher leader enact (practise) teacher leadership? [What do you do? How do you do that? Why do you do it like that?]

4. Talk about the attitude teachers had or still have towards you as a teacher leader. [How do you handle/receive them? Do they impact on how you enact teacher leadership? How?]

5. Share with me some challenges you face as a teacher leader. [How do you overcome them?]

6. As a teacher leader what support do you get from the SMT? [How are you developed as a teacher leader?]

7. Does your experience as a teacher leader influence the way you lead? Explain how.

8. Are there any issues on teacher leadership you would like to share with me?

APPENDIX G
Certificate of proof reading

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
dr1govender@telkomsa.net
sathsgovender4@gmail.com

Dr Saths Govender

29 MAY 2019

TO WHOM IT MAY CONCERN

LANGUAGE CLEARANCE CERTIFICATE

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

The enactment of teacher leadership: A case study of three schools in the Pinetown District,

by S. Ngcobo, student no. 213571271.

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

Yours faithfully

S. Govender

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