

UNIVERSITY OF KWAZULU-NATAL

GOING THE EXTRA MILE

A case study of five teacher leaders in a deep rural primary school.

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2011

This dissertation is submitted in partial fulfillment of the academic requirements for the Degree of Master of Education in the school of Education, University of KwaZulu-Natal, Pietermaritzburg.

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Date of Submission: 12 December 2011

ACKNOWLEDGEMENTS

I would like to thank my family for their endless and unconditional support throughout this journey. They deserve to be appreciated because they allowed me to distance myself from them during the period of this study. They allowed me not to involve myself in family gatherings and that has given me the opportunity to prove myself. To my father, my mother, my brothers and sister, my daughter and my grandson, thanks for all the support that you have offered.

I also wish to thank the following people:

- Dr Callie Grant, for her guidance and support throughout the entire process. Words cannot express the feelings that I have inside for your commitment.
- My supervisor, Pete Jugmohan, you were wonderful, you always supported me even in situations where I felt that I should quit.
- Dr Irene Mudzividziwa and Mr Neil Avery, without you, I would have not been able to reach this stage.
- The five teacher leaders who participated in this study as my unit of analysis, their positive contributions are appreciated.
- My immediate supervisor in the Department of Education, Mr W.B. Mkhabela (S.E.M.) Jolivet Ward, he has been always behind me and had always engaged me in teacher leadership in the ward.
- God, the almighty, all the zeal, patience, tolerance, love and dedication that I had, have been through his presence in my life.

I strongly believe that I would not be at this stage without positive contribution by people mentioned above.

DECLARATION

I, **NGCOBO SIKHULEKILE GENERAL**, declare that the work presented is my own. Any references to work by other people have been acknowledged.

Signed:_____

I declare that this dissertation has been submitted with/ without my approval.

Signed: Supervisor_____

Date_____ **December 2011.**

ACRONYMS USED IN THIS DISSERTATION.

I.Q.M.S	Intergrated Quality Management Systems
R.N.C.S	Revised National Curriculum Statements
N.E.P.A	National Education Policy Act
O.B.E.	Outcomes Based Education
E.E.A.	Employment of Educators' Act
S.A.S.A	South African Schools Act
P.F.M.A	Public Finance Management Act
S.A.C.E	South African Council of Educators
N.A.P.T.O.S.A	National Professional Teachers' Organisation of South Africa
S.A.D.T.U	South African Democratic Teachers' Union
N.A.T.U.	National Teachers' Union
A.P.E.K	Association for Professional Educators of KwaZulu-Natal
S.A.O.U.	Suid Afrikaanse Onderwyser Unie.
E.L.M.P	Educational Leadership Management and Policy.
S.M.T.	School Management Team.
D.P.	Deputy Principal
C.L.O.	Chief Learning Officer
H.O.D.	Head of Department
N.S.N.P.	National School Nutrition Programme
P.P.N.	Post Provisioning Norm.

D.O.E	Department of Education
A.C.E	Advanced Certificate in Education.
S.P.S.S.	Statistical Package for Social Sciences
H.D.E.	Higher Diploma in Education
J.P.T.D.	Junior Primary Teachers' Diploma
S.P.T.D	Senior Primary Teachers' Diploma
D.S.G	Developmental Support Group
S.G.B.	School Governing Body.
D.S.S.C.	Discipline, Safety and Security Committee.
S.D.T.	School Development Team
S.E.M.	Superintendent of Education Management
I.L.S.T.	Institutional Learner Support Team
D.L.S.T.	District Learner Support Team
P.A.M.	Personnel Administrative Measures
L.S.E.N.	Learner with Special Educational Needs

ABSTRACT.

My study is aligned with the school context. In the school context, there is a formal leadership structure which ensures smooth running of the institution. The success of the school is reliant on the management and leadership style of these formal leaders. In addition to this, these formal leaders guide, control and supervise other teachers in the school. There is a great need for co-operation among those who lead and the led. Sour relationships among these two groups in the school make proper functionality in the school impossible. It is for this reason that I wanted to study how can teachers lead schools better to ensure that they are professional places of teaching and learning. As a school Principal, I strongly believe that after this study, I will have an additional understanding of proper and effective leadership and management that will improve my leadership style.

Teachers who are teaching in schools are regarded as professionals. I therefore decided to study these teachers' understanding of professionalism. This will indeed add value to my personal knowledge and my personal leadership style because after this I will be having a clearer understanding of teachers' understanding of professionalism. The Norms and Standards for Educators (2000) clearly spells out the seven roles of an educator. This helps me to understand if the teachers do align themselves to these roles as encapsulated in the document. Hoyle, (1980) has written about professionalism and my study seeks to understand if the teachers do behave as he proposes they should, as professionals.

I also believe that teachers are professional if they engage themselves in teacher leadership roles in the school irrespective of being in formal positions or not. In our South African context, the concept teacher leadership is fairly new. Researchers like Grant (2006), Singh (2007), Ntuzela (2008), Nene (2010) and Mpangase (2010) have found that in the South African schools' context, teacher leadership is not given attention that it deserves. Therefore in this study, I decided to focus on these two related concepts for the school effectiveness, teacher leadership and professionalism. I then decided to study the factors that hinder or enhance teacher leadership and

professionalism in schools. I did this so as to try to address the concern raised by the scholars above which is not getting the necessary attention for teacher leadership to flourish.

To get the answers for my research questions, I decided to include teachers in formal leadership positions as well as teachers with no formal leadership positions as my unit of analysis. This enabled me to get views from all parties in the school. I then decided to use various data collection methods to generate data to assure trustworthiness and validity of my findings. This has been a learning process for me as a novice researcher. The major findings were that in order for a school to be a professional place for teaching and learning, both formal leaders and informal leaders should play their roles fully and tirelessly. It also highlighted the point that informal leaders will only play leadership roles if formal leaders open the doors for them to lead. Full findings of the study are discussed in the dissertation. Finally, recommendations have been made for further research in this regard.

ACKNOWLEDGEMENTS

DECLARATION

ACRONYMS USED IN THE DISSERTATION

ABSTRACT

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CHAPTER 1

1.1. Introduction to the study

This study is located within the field of educational leadership and management. It aims at exploring the teachers' understanding of professionalism. It also aims at exploring the factors that enhance or hinder teacher leadership and professionalism in the school. The study is conducted in a deep rural primary school context and five teacher leaders are unit of analysis. This chapter outlines the background of the study, rationale and key research questions as well as the theoretical framework of the study. The research design is also outlined in this chapter. The following section discusses the background to the study.

1.2. Background of the study

The South African education system has gone through numerous changes since the end of the apartheid era, and includes, the arrival of the democratic government, the introduction of the Outcomes Based Education (O.B.E.) and the Revised National Curriculum Statements (R.N.C.S.). All these changes that have taken place in our education system have left some principals, educators and learners overwhelmed as they found it difficult to cope and manage these new changes. It is even more challenging these days in the curriculum particularly since there are a lot of changes that are taking place. Each Minister of Education who takes over introduces new policies that s/he believes will work better for education in South Africa. All these changes come down to the teachers for implementation who sometimes find themselves caught in the mist because of insufficient information and lack of skills development before the implementation commences.

In a transforming democracy like South Africa, policies are continually being changed and revised. One of the challenges is to develop proper functioning in the systems, structures and the

management of the educational system through these policies. These policies provide a framework which gives a clear definition of the functions and powers, areas of authority and spaces for participation. Therefore, there is a great need for positive acceptance and understanding of these policies because they serve as a guideline for following the correct procedures in schools. This is only effective if the principals, teachers and all the affected stakeholders develop a positive attitude towards what is to be implemented. In the South African context, we have policies like National Policy Education Act 27 of 1996, (N.E.P.A.), South African Schools Act, 84 of 1996 (S.A.S.A.), Public Finance Management Act, (P.F.M.A.) etc. They are very pertinent in the proper and smooth running of the schools. There is also an Employment of Educators' Act 76 of 1998 which provides clear guideline, procedures for the appointment of teachers. It also encapsulates the duties and responsibilities of all the teachers in all levels in the school.

South African teachers are guided by South African Council for Educators' (S.A.C.E.) stipulations and guidelines embodied in the Employment of Educators Act. S.A.C.E. is a body that was established with a number of different purposes. One of the purposes was to promote professional development of educators. Another very important purpose was to establish a code of professional ethics for educators which apply to all registered teachers with the council. The code of professional ethics provides some guidelines to teachers in terms of behaviour as teachers as well as the accepted ways of performing their duties in a more becoming way. The council has got all the powers to attend to matters pertaining to misconduct by the teachers and apply disciplinary measures where necessary.

The S.A.C.E. code of professional ethics also outlines the seven roles of educators. These roles engage the teacher within the classroom and beyond the classroom. This is in line with Hoyle (1980) where he provides the two typologies of professionalism: 'restricted' and 'extended'. According to Hoyle restricted professionalism refers to teachers whose thinking and practices are classroom based and they strictly focus on academic programmes only. In contrast, the extended professionalism refers to educators who see their work in a broader educational context. The

extended professionals continually evaluate their work and regard teaching as constantly improving and developing. We also have the Integrated Quality Management System (I.Q.M.S.) as a system used to evaluate all educators in schools. It is also used to identify the areas for development for teachers. It is utilised considering the performance standards. The first four performance standards are classroom based activities. The other performance standards cover the areas beyond the classroom. The focus is given to the teacher and his/her school environment. The teacher is also expected to play a role in the environment where his school is. I.Q.M.S. is one of the strategies which develop teachers who are extended professionals. The above content about professionalism clearly encourages a shift from the restricted professionalism to extend professionalism. It is the very same content that has aroused my interest to explore teachers' understanding of professionalism.

Teachers perform their teaching duties in their workplace which is a school. Schools are defined as formal organisations of individual realities but with identifiable boundaries and ranks of authority (Hall, 1982). In these organisations, teachers are free to have membership of a trade union of their choice. Trade unions are formal organisations made up of groups of people who come together in response to opportunities and problems created by their formal workplace (Kaabwe, 1996). The roles of trade unions are to ensure teachers' welfare, developing teachers who are in the profession and promoting improved conditions for teachers and schools. In South Africa we have a number of teachers' trade unions. We have the South African Democratic Teachers' Union (S.A.D.T.U.) which is the largest in terms of membership. We also have other unions like National Professional Teachers' Organisation of South Africa (N.A.P.T.O.S.A.), National Teachers' Union (N.A.T.U.), Suid Afrikaanse Onderwyser Unie (S.A.O.U.), Association for Professional Educators of KwaZulu-Natal (A.P.E.K.) etc. All these trade unions have their own constitutions but what is common with them is that they strive towards protecting the dignity of teachers and professionalism. These unions represent the teachers in many areas for negotiations. The most common issue for negotiations is for salaries. It is a common case that when negotiations become unsuccessful, the trade unions call for industrial action and learners are left unattended. The big concern is, if the trade unions call for industrial action, what impact

do the industrial actions have on the teaching profession? That is one of the concerns that inspired me to explore teachers' understanding of professionalism.

In our country, schools are managed by structures in a hierarchical format. The members who are part of these structures are in formal positions and they are compensated accordingly for these positions. The management structures in schools have the authority to ensure the smooth running of their schools (Fullan, 2001). The School Management Teams should work hand in glove with all the teachers in their schools. The teachers in their schools are the implementers for teaching and learning in schools. They perform all the duties and responsibilities within the school for the benefit of the learners. The Task Team on Education Management and Development of 1996 suggests an approach to education management that is, "integrative and collaborative: collaborative in that it involves all staff and stakeholders, and integrative, in so far as it informs all management process and outcomes in an organized setting" (1996, p.30). The above suggestion by the Task Team encourages the involvement of all the stakeholders in school management. What is promoted is that, everybody in a school setting, has got something that s/he can contribute with and that needs to be taken into consideration.

The Task Team suggestion of school management that involves all stakeholders overlaps with leadership in schools which opens doors for everyone to lead. Researchers like (Gronn, 2000 and Muijs and Harris, 2003) also share the view that leadership should not be seen as a task of the few, rather should be seen as a task in which all the stakeholders are engaged. The argument that they make is that, if everyone is involved in leadership in the school, this will result in the effective running of the school. One of the possible ways of involving all stakeholders in leadership in the school setting is teacher leadership (Harris and Muijs, 2003; Grant, 2005). When a number of leaders are involved in leadership roles in the school, it is an indication that their school has acknowledged their existence and the role that they can play. Allowing teachers to play leadership roles in the school reduces the work load for certain individuals in formal management positions. Teacher leadership is fairly new in the South African context and I felt that it is important to investigate the factors that enhance or hinder teacher leadership in schools.

To sum up this section, this study has explored teachers in leadership activities, particularly in relation to issues of professionalism and to their professional development roles. It also intended to find out about professional development experiences both formal and informal which teacher leaders are involved in and how these professional development experiences are enabled or constrained by anything that prevails in the school. My decision for conducting this research was prompted by the fact that teaching is a well respected profession and I wanted to gain insight into how teachers understand professionalism. According to Hoyle (1980) professionals are occupation groups whose members have responsibility, client orientation, autonomy, ethical behaviour and high status. The recent strike action and the negativity surrounding it aroused my interest to find out more about teacher professionalism in relation to school leadership. The main intention is to find out how teachers are leading in the school as professionals and what are some of the challenges that they face as their professional identity comes up against their union identity. I further wanted to understand whether teachers are working as agents of change in the transformation of their schools or not. Considering the literature about teacher leadership and professionalism internationally and locally contributed more to the value and importance of conducting this research in my school.

1.3. Rationale for the study

I have been teaching in a number of schools for a number of years. In all these schools, I have been exposed to different contexts with a variety of leadership styles. I have seen principals who are democratic and willing enough to relinquish their power to the people they lead. I have also seen some principals who have held all the responsibilities in their hands and in no way shift some of the responsibilities to their staff members. This decision of these principals of not enabling the teachers with opportunities to lead closed the platform of teacher leadership in schools. It is a different case in those schools where principals provide teachers with opportunities to lead. It is for that reason that I have decided to look at the factors that hinder or enhance teacher leadership in schools.

My experience of being in the field of education and working with teachers has triggered my interest to explore the teachers' understanding of professionalism. I have observed some actions and behaviours by teachers that have left me with many questions in my mind that need to be answered. I have seen teachers participating in strike actions and leaving learners unattended to. This has created interest within me to engage in a study where my focus is teachers' understanding of professionalism. Hoyle (1980) is one of those scholars who have written about professionalism and he has presented very interesting personal opinions about professionalism. The main point is that what is believed to be the correct behaviour and perfect ways of doing things in schools is sometimes ignored by teachers during strike action. Therefore in this study I wanted to explore teachers' personal understanding of professionals and all the other related connotations of professionalism.

As a school principal, I deal with different people from different backgrounds with different socialisation experiences. I therefore found it very important to study different teachers' understanding of professionalism. I believe that only if I understand teachers' understanding of professionalism that I will be able to understand their behaviour in their practice. The point I am making is that, a person's actions are sometimes as a result of his/her personal understanding of that particular concept or the career in which engaged. Therefore my understanding will make my management and leadership much easier because I will know the type of people I am dealing with. However, the findings that will be presented cannot be generalised because they are only for the selected five participants who are my unit of analysis in the case.

I have read many dissertations about teacher leadership in the library. I discovered that much of the research about teacher leadership is from overseas countries and very little research is done in our country. In our South African context I found the work of the following researchers on this topic: Grant, (2005, 2006, 2008a and b); Khumalo, (2008); Ntuzela, (2008); (Pillay), 2008; Rajagopaul, (2007); Nene,(2010); Mpangase, (2010) and Hlatshwayo, (2010). I therefore decided to engage myself in a study that will contribute to the literature of teacher leadership in a

South African context. Above all, these researchers have only focused on teacher leadership in schools and have not tried to link it with professionalism. I then attempt to create a link between the two concepts in a school context in my study. Finally, my study was motivated by my involvement in a group research project. I was involved in a group doing a Masters Degree in Educational Leadership, Management and Policy (E.L.M.P.) 2010-2011. As a group we agreed to develop a group research topic that would be conducted on a common research design. The most interesting thing was that even though it is the same research question but it was going to be undertaken in different settings, different contexts with different participants. That would result in our project having eight different interesting case studies.

1.4. Research questions

Core question

How can teachers lead schools better to ensure that they are professional places of teaching and learning?

Subsidiary questions.

1. How is professionalism understood by teachers?
2. What are the factors which enhance/ inhibit teacher leadership and professionalism in schools?

1.5. Theoretical framework

The study is conducted with ordinary teachers who are teacher leaders in their school. Their engagement in leadership roles serves as an indication that power and authority is not only vested in the person at the apex in the hierarchical structure of formal leadership or to formal leadership position holders only. It indicates that other people in the school with expertise and relevant skills are given the opportunity to lead.

When teachers engage themselves in leadership roles, it is an indication that the formal leaders have accepted that leadership must be distributed to multi leaders in the school. For that reason I consider the theory of distributed leadership by (Gronn, 2000; Harris, 2003 and Gunter, 2005) as the dominating theory for my study. The main focus is on teachers engaging themselves in leadership roles. Leadership is thus one of the concepts that will be used regularly in my study. Gunter, (2005) highlights that distributed leadership ensures that leadership is not located in an individual but in individuals interacting and pulling their expertise in the organisation. Division of labour is at the heart of organisational work in as far as teacher leadership is concerned, Gronn, (2002). Division of labour ensures that there is democratic leadership in schools because the teacher leaders perform the duties that they are interested in. When formal leaders allow informal leaders to take on leadership roles, they distribute leadership power to these informal leaders in the school. This means that teacher leadership promotes the distribution of power. The literature does not say that teacher leaders, who are informal leaders, must take over the work of formal leaders, but it reinforces that both formal and informal leaders have a role that they must play in the school.

I further consider the revelation by Harris (2003) in her study where she says “...there is no way to perform complex tasks without widely distributing the responsibility for leadership among roles in an organisation” (p.14). This revelation resonates very well with Grant’s (2008) model of understanding teacher leadership in South Africa which I will use to analyse teacher leadership development.

The teacher leaders involve themselves in a number of leadership roles within and outside the school. Their engagement has a major contribution to make to teaching and learning provided that the roles are professional related roles. Effective learning involves participation in a community of practice (Wenger, 1998). This refers to the process whereby participants are active participants in the practices in the schools where they are stationed, and constructing identities in relation to those communities. If the teachers participate fully in the community

where they are which is a school, they become full active participants of the organisation and develop a sense of belonging. Harris (2003, p.440) concurs that “...a professional community is a community where teachers participate in leadership activities and decision making.” This action cannot happen automatically but it will only happen when teaching and teachers become professionalised. Professionalisation of teachers occurs mainly when teachers become more involved in decision making that affects not only their classrooms but also their professional lives beyond their respective classrooms. I studied if the teachers acknowledged the opportunities of leadership offered to them in the school and to what extent they are acknowledged. Furthermore, these teacher leaders are teachers in the teaching profession therefore profession as a concept and the related connotations like professionalization and professionalism will be mostly used in my study.

1.6. Research design and methodology

My study was conceptualised as part of a group research project. The group consisted of eight students studying towards a Master of Education degree in Education Leadership, Management and Policy in 2010-2011. As a group we agreed to conduct a group research project in eight different schools. Each researcher focused on a case study of five teacher leaders in his/her school. The total number of teacher leaders who participated in this research project was 40.

My research was located in the interpretive paradigm since I wanted to understand teacher leadership and professionalism in the school. My main purpose was to study how the teacher leaders interpret and interact with their social environment. The type of research that was conducted was qualitative research. This is informed by the data that was collected and analysed which is in form of words. According to Neiuwenhuis (2007,p.51) “qualitative research as a research methodology is concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns and is mostly concerned with exploring ‘why’ questions of the research”. The approach that is used in the whole research is a case study. Nieuwenhuis (2007) contends that a case study “is a systematic inquiry into an event or a set of

related events which aims to describe and explain the phenomenon of interest” (p.75). A case study allowed me to conduct a detailed and in depth research. From an interpretive perspective, one of the characteristics of a case study is that it strives towards a comprehensive understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under study (Neiuwenhuis, 2007). My case in this study is a group of five teacher leaders in the school and these are the very same teachers who are my unit of analysis.

The research has been conducted in one school which was my own school. It should be raised up front that my position as a principal could have an influence on the whole process because of the power and position I have in the school. To eliminate this I had made sure that I put down my hat of being the principal of the school and became the researcher. I made sure that I only considered the data generated during the time of study only. This helped me because I only relied on the information obtained during the research process. The data that will be presented was collected using various methods of collecting data during the process. The methods used are questionnaires, individual interviews, focus group interviews, observations and document analysis. This looks like too much for one study but I believe this was worthwhile for me because it enabled me to collect rich data and this also contributed positively to the issues of validity in my study and also for the purpose of crystallisation (Niewenhuis, 2007)..

One of the data collection methods used was interviews. Interviews were categorised into two: individual interviews and focus group interviews. Individual and focus group interviews did not focus on all teachers in the school but focus was given to the selected five individuals in the institution. Interviews helped me to obtain descriptive data that helped me to understand the participants’ construction of knowledge and social reality (Cohen, Manion and Morrison, 2007). Individual interviews were conducted in the beginning of the first term and the purpose was to ensure that all the data collection took place before the end of the first school term in 2011.

Focus group interviews were conducted in the beginning of March after the individual interviews had been completed. It is productive in widening the range of responses and activating forgotten details of experiences (Neiuwenhuis, 2007). It is through the focus group interviews that the participants got the opportunity to actively debate the issues related to the research topic.

Observations were done throughout the whole process and were recorded in the observation schedule designed. The main purpose was to observe the teacher leaders in action, the nature of involvement and the contributions that they make. Document analysis was done on documents like school minutes, school policies on professional development and South African Council of Educators policies. These are the documents that had all the information that I needed about teaching as a profession in which teachers are engaged.

1.7. Conclusion

This dissertation consists of five chapters. This chapter has provided an introduction to the study, an overview of the context, rationale, research design and theoretical framework of the study. Chapter two of this dissertation reviews the literature on professionalism and teacher leadership in detail, both internationally and in the South African context. Chapter three outlines the methodology used in this study and also focuses on the research setting and research design. It also discusses ethical issues involved in this study. Chapter four presents and discusses the findings. Chapter five, which is the final chapter, summarises the findings, presents few recommendations and suggestions based on the findings of the study. It also discusses the limitations of the study.

Having introduced the study in this chapter, I then move to chapter two where I review the literature on teacher leadership and professionalism both internationally and locally.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Education is the key to each and every country. In South Africa, education takes place according to prescribed legislations, regulations and policies. These policies serve as guidelines as to how things should be done in the entire education system. These policies apply to all levels of education, from the National Department of Education down to the next level which is the Provincial Education Department until they come into the schools which is where the implementation of those policies takes place since there are key role players in education which are the teachers, learners and parents.

In a school the main people who are found are the teachers who are there because of their engagement in the teaching profession. In schools there are management structures that are there to ensure the smooth running of schools. The formal management structure is a hierarchical structure because at the apex, sits the principal who is the accounting officer and is responsible for everything that takes place in the school. The deputy principal and the heads of departments function as supporting wings to the Principal. Many of the duties are assigned to them and they report to the principal by virtue of his position and authority.

This chapter focuses on management and leadership in the school context. Both management and leadership roles are performed by teachers who are in the teaching profession. Therefore profession is discussed in this chapter. Formal and informal leadership is also discussed so as to develop an understanding of the difference between the two concepts. Distributed leadership and teacher leadership are also discussed as forms of leadership promoted in schools. Teacher leadership is recommended to be exercised in schools therefore in this chapter reasons for the need for teacher leadership are discussed. Factors that enhance teacher leadership in schools and barriers to teacher leadership and professionalism are also discussed. Thereafter, the school as a

learning organisation is also discussed in this chapter and finally it discusses the gaps identified in the literature.

2.2 MANAGEMENT AND LEADERSHIP

School effectiveness is determined by its proper management and its proper leadership. It is for this reason that Morrison, (1998) gives a puzzling statement which says “leadership and management are both similar and different” p.205. This portrays a very clear picture that the two concepts or functions in the school are inseparable. In a healthy organisation, there is no effective leadership without proper management and there is no effective management without proper leadership. To develop an understanding for the meaning of the two concepts, I’ll discuss them briefly in the next section of the chapter.

2.2.1 *Leadership*

Leadership is concerned with visioning, strategising, creating a direction and transforming the organisation (Starrat, 1993; Davidoff and Lazarus, 1997; Morrison, 1998 and Fullan, 2003). In schools traditionally, people in leadership carried the task of driving the wagon of visioning, setting the trends, giving the direction and inspiration in the organisation. However, in our era leadership has become a very broad concept in the education system which is associated with many functions in the school. Leadership will be discussed later in detail in this chapter to brighten a distinguishing line between the two forms of leadership: formal and informal leadership.

2.2.2 Management

The previous section has highlighted that leadership is concerned with visioning and creating direction of the school. This section focuses on management as opposed to leadership. The purpose of management is to ensure effective implementation of the vision and that plans are carried out for the benefit of the organisation (Morrison, 1998 and Task Team Report, 1996). Management in the school ensures that the organisation is run most effectively and efficiently to achieve its purpose. Davidoff and Lazarus, (1997) give a very clear summary of the management job in the school. They claim that management is about holding the school, establishing certainty, confidence and security in the school. The School Management Team (S.M.T.) ensures that all stakeholders in the school work towards attaining the goals of the school.

The School Management Team has many management duties that are aligned to their positions. It is the duty of the school management to pay attention to those areas which need development and upgrading. The school management looks after all the infrastructure in the organisation and it ensures the welfare of all the human resources in the organisation. The school management is responsible for ensuring good quality education for learners in the school.

This section of the chapter has discussed formal leadership and management as both important functions in the organisation to ensure that it runs smoothly. Both these functions in a school setting are performed by individuals in the school who are teachers in the teaching profession. Therefore, the next section of the chapter will discuss teacher professionalism to develop an understanding of the concept and its importance in this chapter.

2.3. WHAT IS MEANT BY TEACHING AS A PROFESSION?

When teachers commit themselves to a teaching career, they are committing themselves into a certain profession which is a teaching profession. A big question is, what do we mean by teachers as professionals? Hoyle (1980) asserts that professionals are occupational groups whose members have responsibility, ethical behaviour and high status. These professionals carry all these elements within the profession. Therefore teachers are professionals who perform their duties adhering themselves to the teaching profession ethos. To develop a deeper understanding of the concept teaching as a profession I will go forward and discuss some characteristics which make teaching a profession. The existing literature about professionalism will contribute positively in my study because one of my key focuses is teachers' understanding of professionalism.

2.3.1 Training and continuous professional development

It is very important at this stage to start by looking at the concept more broadly. A profession is an occupation that contains very crucial functions (Hoyle, 1980 and MacMillan, 1993). Moreover, exercising these functions requires a considerable degree of skill. This skill is exercised in situations which is not a problem free, but in which new problems and situations have to be handled. It is for that reason that any person that wants to be called a professional has to go through a certain period of training in higher education training institutions. When a doctor is trained to become a doctor, he has to go for training for about seven years. For a teacher to become a teacher, one needs to have Bachelor of Education Degree which takes up four years to complete (Hoyle, 1982). Education and training of teachers involves the process of socialisation and familiarisation of the teachers into professional values (Radomski, 1986). All these characteristics reflect that teaching as a profession has a specific training ethos that a person has to go through to gain the relevant knowledge and develop those skills. What does this mean? It means that a teacher in the teaching profession becomes a professional who has to carry out work

in a professional manner and he has to maintain professionalism in order to remain in compliance towards the profession. This is very crucial for my study and basically and I want to observe how the teachers behave themselves when performing their teaching duties.

Teachers do not only rely on the skills and knowledge obtained through their initial training but they continue to upgrade themselves for professional development. Hoyle (1982) contends that professional development is the process whereby “a practitioner acquires and improves the knowledge and skills required for effective professional practice” p.131. When teachers engage themselves in professional development, according to Radomski, (1986), they broaden their personal perspectives so that should any transformation come in future they are prepared to go through it. It is for these reasons that teachers and the Department of Education are involved in professional development programmes. Another way of developing teachers’ professionalism is through internal developments by the Department of Education. In our South African context, the District offices organise workshops that are conducted by Senior Education Specialists (Subject Advisors). These are officials appointed to fulfil this purpose of assisting the teachers in specific subjects or learning areas. The point made here is that teaching as a profession requires continuous professional development for the teachers in the profession.

Schools also organise professional developmental sessions internally. Fullan,(1990) claims that these are very important sessions because they are organised by people inside the school who know exactly the areas for development in the school. This is the type of development that focuses on holistic personal life of teachers as individuals in the organisation. Professional development of teachers is very important and it supports the idea of Hoyle, (1982) which he calls the professionalization of practitioners. According to him this is the situation where the practitioner meets more of these characteristics or meets them to a greater degree. The point raised by Hoyle is that continuous professionalization of teachers is very important so that they stay informed about very important issues in their profession. Teachers are guided by professional ethics in their profession. Hence in the next section I focus on the professional ethics for teachers.

2.3.2 Professional ethics of teachers

When teachers are trained in universities, they are equipped with skills and relevant knowledge that they will need in their chosen career. During their training, they are also provided with the basics and theory of professional ethics. A teacher in the profession has ethical behaviour that he has to adhere to by the virtue of being in the profession. In South Africa we have the South African Council for Educators (S.A.C.E.) which is the body which deals with matters concerning the educators. The preamble for the S.A.C.E. code of professional ethics clearly states that all registered educators with the council commit themselves to do all within their power, in the exercising of their professional duties, to act in accordance with the ideals of their profession. Teachers are also expected to act in a proper and becoming way such that their behaviour does not bring the teaching profession into disrepute. This stresses the importance of teachers maintaining a very good behaviour in such a way that the dignity of the profession is respected.

The S.A.C.E. document contains the code of conduct for educators. The Code of Conduct contains some key points about the relationship between the educator and learner, educator and the parent, the educator and the community, the educator and the profession, the educator and his or her employer and the educator and the council. These areas mentioned in the code of conduct make it clear to all the teachers that their focus is not only in the classroom but they should go beyond that. A teacher is also expected to acknowledge the presence of the community which s/he serves and offer his or her services in the community. These seven areas contained in the S.A.C.E. code of conduct correspond with Grant's (2008 b) zones and roles of leadership. Both Grant's model of zones and roles and the S.A.C.E. roles give a clear direction of what is expected from the teachers in the profession. The point made here is that teachers have a role in the classroom, beyond the classroom and beyond the school into the community. This is how the teachers in schools are expected to work to ensure compliance into their profession.

Teaching as a profession comes with some values that are attached to it. Sach cited in Day and Harris (2002) identifies some core values that constitute the fundamentals of an active, responsible approach to teacher professionalism. Among the values that he mentions, are collaboration and learning. He claims that learning is a process whereby teachers are seen practicing learning, individually and with their colleagues and students. What is highlighted here is that a person who engages himself in the teaching profession, engages himself in lifelong learning which is a point stressed in the S.A.C.E. document. As teachers we learn many things while we teach. Participation is a process in which teachers see themselves as active leadership agents in their professional responsibilities. Teachers in the profession are expected to be active participants in the transformation process in their career.

Teachers in the profession work in a way that they try by all means to be very ethical in their profession. Being ethical involves doing work very professionally in the classroom and ensuring that one is providing the learners with all the relevant skills and knowledge that will be useful throughout their lives. I strongly support the point made by Broadfort and Osborn, (1998) where they assert that teachers should work as carefully and as conscientiously as possible. They further claim that teachers as professionals need to work enthusiastically to encourage the learning by children who are entrusted to teachers. Teachers as good professionals are expected to be very sensitive when they carry out their duties in their profession. This study will then lay a clear picture in terms of the ways teachers perform their duties in the school.

This section has discussed teacher professionalism, the ethics that are attached to the teaching profession and the values that the profession contains. These professionals in a school are responsible for the education of the child who is placed in their care. They help the child to go through all the steps to adulthood effectively. In the school where they are they become leaders at various levels. In this chapter it has been mentioned earlier that the two forms of leadership will be discussed to deepen an understanding about the concept and their relevancy in the school situation. It is therefore important to discuss the two forms of leadership by teachers in the school in the next section.

2.4. WHAT DO WE MEAN BY FORMAL LEADERS AND INFORMAL LEADERS IN THE TEACHING PROFESSION?

2.4.1 Formal leadership

Formal leadership refers to the leadership structure in a school that ensures the smooth running of a school. Formal leadership of a school resides in the School Management Team (S.M.T.) of each and every school. The S.M.T. consists of the Principal, the Deputy Principal (s) and the Heads of Department. The principal in this hierarchical structure is at the apex and he is the principal accounting officer in the school. The school cannot run smoothly without this structure and according to Davidoff and Lazarus, (1997) this structure gives a sense of direction and it ensures that the school does not get stuck in a rut or become stale and reactive. The Principal ensures that the whole school runs according to the legislation and regulations, the Deputy Principal assists the Principal and the Heads of Department are responsible for their Departments and they ensure that the education of learners is in compliance with the approved policies. Harris and Muijs (2005) contend that the teacher leaders in the formal leadership roles are also able to participate in informal leadership roles and might even have a very powerful influence on distributed leadership.

Effective distributed leadership in a school depends on strong head teacher leadership (Gunter, 2005). The formal leaders in the school are the ones who should orchestrate teacher leadership in the school. They are the ones to foster the culture of participation by teachers in the school by inviting the teachers to be part and parcel of the leadership practice in the school. Katzenmeyer and Moller (2001) emphasise that the formal school site leaders are critical to empowering teachers as leaders.

Formal leadership is the function of those members who have been tasked to take responsibility for school management. Their different positions in the structure determine their different job descriptions and they are paid for holding those positions in the structure. Formal leaders apply for those positions and they are appointed after interviews to be part of formal leadership

structure. This leads to an area of interest whereby I need to explore how it differs from informal leadership. This is very important because in the study I also focus on teacher leadership and teacher leadership is an element of informal leadership.

2.4.2 Informal leadership

Informal leadership refers to teachers engaging themselves in teacher leadership roles regardless of the positions that they hold (Harris and Muijs, 2005). Informal leadership has nothing to do with official job description in a particular position but it is about teachers with expertise and relevant skills. Here I refer to Frost and Durrant (2000) who reveal that informal leadership is not a matter of delegation, direction or distribution of responsibilities but it is about normal teachers engaging themselves in initiating and sustaining change in their workplace.

Informal leadership considers the autonomy of all teachers in the school. Informal leadership allows the teachers to deliver their best when performing roles in ways that recognise discretion provided that everyone strives towards reaching the goals of the institution. Informal leadership offers teachers the opportunities to embark on leadership roles within their classrooms, outside their classrooms for school development and beyond the school for the benefit of the whole community (Grant, 2005). Informal leadership in the school is one of the ways in which everybody in the school finds him/herself involved in leadership. It is one of the ways of promoting distributed leadership. The next section will look at distributed leadership more deeply.

2.5. DISTRIBUTED LEADERSHIP

2.5.1 Definition of distributed leadership

Distributed leadership, as a form of leadership, has many implications around it and it is very difficult to come up with one definition. To develop an understanding, one will have to consider what different scholars say about distributed leadership. Gronn (2000) views leadership as a collective phenomenon whereby leadership is present in the flow of activities in which organisation's members find themselves enmeshed. This definition by Gronn emphasises the point that when we talk about distributed leadership, it is when everyone in the organisation is allowed to perform a leadership role. The Constitution of South Africa, Act 108 of 1996, emphasises to the point of the freedom of participation, therefore distributed leadership promotes schools which are democratic organisations. One of the major points raised by Grant (2005) is that distributed leadership requires that schools transform themselves from being schools which historically were tightly controlled and autocratically managed into democratic organisations. Distributed leadership leads the schools towards collaboration and participation of all staff members in the decision making process. However distributing leadership roles to staff members is a task on its own because roles should be distributed to the right person with relevant skills and expertise. If leadership is distributed in the school, it means that there is involvement of all the teachers in the school (Gronn, 2000). They are accommodated in leadership in the school.

2.5.2 Distributed leadership as authorised, dispersed and democratic

To understand distributed leadership better, one needs to look at its characteristics. Gunter (2005) reveals that distributed leadership is characterised as authorised, dispersed and democratic. Gunter reveals that it is authorised when work is distributed from a head teacher to other teachers in the school. According to Gunter, the leader delegates some duties to the led and this is one of the ways of empowerment of the led to work in particular way. Gunter (2005) claims that "when teachers are empowered, it means they are licensed to deliver in ways that

recognise some discretion as long as the overall goals are achieved or exceeded” (p. 52). My understanding is that the delegated employee is made responsible and accountable for a certain task but the principal because of his position and authority remains the principal accounting officer. Woods (2004) emphasises that “although leadership may be distributed, it does not necessarily imply an absence of hierarchy” (p.56). This highlights the importance of the principal’s role as the person at the apex in the hierarchy or the principal accounting officer in the organisation. Through delegation the delegated person develops responsibility, accountability and response ability (ability to respond and account for that particular task).

Distributed leadership in schools allows the teachers to perform the roles which they know that they can perform extremely well. Harris (2004) asserts that distributed leadership focuses on engaging expertise wherever it exists within the organisation rather than only focusing on formal position. Distributed leadership promotes the engagement of skilled people to perform certain leadership roles regardless of occupying leadership positions or not. Distributed leadership carries a very important meaning because it emphasises that leadership is not only put on one person but distributed to everyone with the relevant skills and capabilities. The big question is, what are these people with these skills doing in this process?

2.5.3 Distributed leadership as networking community

Distributed leadership involves leaders in different areas and different organisations who share some useful information, skills and knowledge in their work places. Bennet, Havey and Woods (2003) contend that distributed leadership is not something done by an individual to another. Rather it is an emergent property of a group or network of individuals in which group members pool their expertise. Hartley (2007) also adds and emphasises that distributed leadership resonates with the general focus on the merging and networking of work based activities. This raises the point that this network of individuals do not focus on their personal matters rather they focus on their professional matters. Spillane, Halvernsen and Diamond (2004) define distributed

leadership as inter relation of leaders, followers and their situation. Networking takes place between these two parties, the leader and the followers concerning their situation. It can either be they want to bring about change in the situation or bring about improvement in the situation. According to Spillane et al. (2004) these are the three essential constituting elements. They argue that leadership practice should not be seen solely as a function of an individual's ability rather it should be better understood as a practice distributed over leaders, followers and their situation. Considering the expression by Bennet et al (2003) and the illustration by Spillane et al. (2004), one can strongly say that distributed leadership supports the notion of engaging all the individuals in the school sharing the ideas, webbing and networking for the benefit of their school and their profession. When leadership is distributed within the organisation, it is an indication that all the people in the organisation are represented in leadership. Hence the next section focuses on distributed leadership as a factor that encourages co-operation and representativity in the school.

2.5.4 Distributed leadership promoting co-operation and representativity in schools

To explore distributed leadership more deeply one needs to look closely at how do the teachers work in as far as distributed leadership is concerned. Harris (2004) claims that distributed leadership is characterised as a form of collective leadership whereby teachers work together. Harris (2003) further claims that distributed leadership means multiple sources of guidance and direction, following contours of expertise in an organisation made coherent through a common culture. Woods and Gronn (2009) argue that distributed leadership allows the possibility of plural sources of workplace influence, i.e. leader plus leaders. This highlights the importance of a formal leader supported by informal leaders to run the school. This process strengthens interdependency and spontaneous collaboration amongst all the actors.

Distributed leadership promotes human capacity within the organisation. It also allows the use of individuals' skills and abilities. Distributed leadership promotes representativity with schools

where it is exercised. It is one of the ways of ensuring democracy in schools since we live in a democratic country. The decisions that are taken involve the teachers because they have been involved in the process. Distributed leadership promotes collegiality and it improves the level of concern. According to Woods and Gronn (2009), distributed leadership facilitates a working environment that encourages habits and expectations of participation. Distributed leadership allows the employees in an organisation to have their voice or have inputs on the matters in the organisations whereby they work. This extends to the freedom of expression as enshrined in the constitution of our country.

To sum up this section, distributed leadership is one way of involving everybody in the school who has the capacity to lead. Distributed leadership is characterised as either, dispersed or authorised and democratic, (Gunter, 2005). It is a way of ensuring democracy in the school whereby all the people with expertise contribute, share the ideas and experiences and network for the benefit of the school. Therefore it is through the exercising distributed leadership that the teachers get the opportunities to lead in some roles where they have relevant skills to perform that task. It is in this stage where one finds teachers engage themselves in teacher leadership roles in schools. To strengthen the argument one needs to go deep and discuss what is meant by teacher leadership?

2.6. TEACHER LEADERSHIP

In South Africa teacher leadership is a fairly new emerging area of research. In our case in South Africa, there is very little research that has been done on teacher leadership. In our context one scholar who has conducted a research about teacher leadership is Grant (2005, 2006, 2008a, 2008b). South Africans have been familiar with leadership related to headship and formal position. Teacher leadership is a form of leadership that is more than headship and formal position hence we need to go deep and understand what is meant by teacher leadership in

schools. My study explores teacher leadership in a school and considering the different view of different scholars, deepens my personal understanding of the area in which I am engaged.

2.6.1 Definition of teacher leadership.

Teacher leadership is a form of engagement in leadership roles within and outside the institution for the mutual benefit of the organisation regardless of being in any formal position or not. According to Katzenmeyer and Moller (2001) and Grant (2005) teacher leadership refers to teachers taking up informal and formal leadership roles in the classroom and beyond the classroom in areas of whole school development and community involvement. This leads to an understanding that teacher leaders are those teachers who take up leadership roles irrespective of the positions that they hold. Teacher leaders are teachers who take the roles in the classrooms and not only prepared to end there but willing to go beyond for the whole school and community development. Teacher leadership produces teachers who are concerned with all the areas where they believe they can have an input. Teacher leadership is a form of leadership which is more distributed, shared and collective form of leadership (Grant, 2005). Grant (2005) claims that:

“teacher leadership refers to teachers becoming aware of and taking up informal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust”(p. 45).

This definition makes it clear that teacher leadership promotes teachers who work together, striving for the best towards achieving the shared goals of their school. In addition Greenlee (2002) and Katzenmeyer and Moller (2001) further claim that the implication of teacher leadership for schools exists around a shared leadership model and empowering learning community. This indicates that as these leaders share these common goals about their school and

engage themselves in taking up leadership roles, they get empowered and in that manner they grow and get new experiences in their teaching career. Teacher leadership is about teacher leaders sharing the same goals and deciding to take leadership roles and getting empowered.

Teacher leadership as a concept strives towards changing the mindset of many teachers who believe that because they are post level one teachers, they cannot initiate things or take on any leadership roles. Teacher leadership involves everyone in the school either with formal position or not. What happens here is that one continues with his classroom work and at the same time leading in the school. I agree with Nene (2010) where she contends that teachers need not divorce themselves from focusing on teaching and learning to be leaders. Teacher leadership shifts the teachers from being followers all the time into teacher leaders regardless of the positions that they have (Grant, 2006). Teacher leadership is not about the position that a teacher holds but the main focus is on willingness, skills, knowledge, love, passion and ability to perform a certain leadership role.

Teacher leadership is one of the ways in which a teacher gets the opportunity to work individually and use his/her own initiatives and innovations. I align myself with the point raised by Mpangase (2010) where she mentions that teachers need not to work collectively every time but can also work individually. When a teacher works individually, he uses all the freedom of thinking, she has to plan, design and implement a certain activity that s/he believes will contribute in his school or his profession.

Teacher leadership gives all the teachers in the school opportunities to showcase their abilities. Katzenmeyer and Moller (2001) contend that in every school there is a sleeping giant of teacher leadership which can be a strong change agent. This highlights the importance of promoting teacher leadership in schools because amongst these teachers who are suppressed and not given opportunities of being teacher leaders or by not developing a culture of teacher leadership, they are oppressed. These suppressed catalysts can be very strong giants or figures which can make a

great change in the whole society. If in schools we have these strong catalysts that can do wonderful things through teacher leadership, it therefore becomes important for me to explore the factors that hinder teacher leadership in order for these wonderful outcomes to take place in our schools. Teacher leadership touches the sleeping giants which are these good teacher leaders with skills to wake up and utilise their skills. When the teacher leaders exercise teacher leadership in schools they engage themselves in leadership roles in different roles in the school, therefore it is important to look at these zones where the teacher leaders play roles.

2.6.2 Zones of teacher leadership.

Teachers leadership as a fairly new concept in South Africa is very difficult to define but the only time you start understanding what exactly teacher leadership is, is when you look at the activities that take place and the roles that teachers play. It is through the actions and engagement that one can recognise a teacher leader. Grant (2008 a) uses a model to illustrate and simplify the roles and the zones of teacher leadership. According to Grant (2008 b), the teacher performs leadership roles in the classroom, as working with other teachers, as part of whole school development and as an extension beyond the school. These key points set the areas where teacher leadership is exercised by teacher leaders. Teachers play their teacher leadership roles in the classrooms when they teach the learners. In this zone, which is the classroom, good teacher leaders not only believe in their own knowledge but they go beyond network and work with other teachers and they also help other teachers in developing their teaching strategies. They also put effort to the school activities and engage themselves in leadership roles. By so doing, their teacher leadership engagement shifts them from the notion of being restricted professionals who only focus on their classroom roles but go beyond and engage themselves in extra roles outside the classroom in the whole school development (Hoyle, 1980). Therefore this is where my study is premised, do the teachers really understand what is expected of teachers in the school?

Teacher leadership commits teachers not in their classrooms only but it also equips teachers to perform roles that contribute to whole school development. According to Grant (2006) effective teacher leaders go beyond the school boundaries and engage themselves in leadership roles in the communities where they work. These four zones of leadership make it clear that a good teacher leader does not focus on one zone only but he moves across these four zones and plays leadership roles in each. The point raised here is that teacher leaders become extended professionals (Hoyle, 1980). This means as they move out of the classroom and perform extra roles they extend their roles within their profession, while they remain experts in the classroom. Teacher leaders play leadership roles at different zones fully and committed to what they are doing. Teacher leadership commits the teachers fully in their profession for the benefit of their school, the profession itself and the community at large. The teacher leaders engage themselves in different roles in these different zones, therefore to develop an understanding of teacher leadership we need to go further and discuss these roles that the teacher leaders play in schools.

2.6.3 Roles of teacher leaders

When teacher leaders engage themselves in leadership roles, they commit themselves to a series of activities. They do this by selecting from a range of roles. They go for those roles which they believe they have the suitable skills. Different scholars mention many roles played by teacher leaders in schools. Among many roles, Katzenmeyer and Moller (2001) mention that teacher leaders involve themselves in roles like facilitating, coaching, mentoring, training, creating new approaches and leading study groups. They further mention that teacher leaders play roles of leadership through decision making or partnership. Teacher leaders lead as members of School Development Teams, School Improvement Teams and in Parent Teacher Association. All these roles make it clear that teacher leaders are teachers who involve themselves in leadership roles/responsibilities of learners or other teachers.

Gehrke (1991) and Grant (2006) identify similar functions of teacher leaders. Among the roles mentioned, they mention that teacher leaders perform teacher leadership roles to improve their own classroom teaching. Teacher leaders work towards organising and leading reviews of school practice. Teacher leaders provide curriculum development knowledge and they participate in school decision making. Teacher leaders lead by giving in-service training to colleagues and participate in the performance evaluation of teachers. Over and above that Grant (2006) adds and extends their roles outside the school in the community. Teacher leaders grab any opportunity of leadership that they come across and embark on leadership roles to bring about improvement in their schools.

2.6.4 The change agency role of teacher leaders.

Teacher leadership develops a culture in the school whereby the teachers work collaboratively in the school. Harris and Muijs (2005) reveal that teacher leadership sets teachers to work in collaboration across schools and that is zone 4 in Grant's 2008 model. It also implies sharing knowledge transfer and mutual learning. Teacher leadership also promotes the culture for change and development across schools with teachers rather than relying on head teacher or their School Management Teams. This means that teacher leadership develops teachers into agents of change irrespective of any position they may hold. Harris and Muijs (2005) reveal that teacher leaders become catalysts for change when they engage themselves in leadership roles. Teacher leadership engages teachers in a re-skilling process. Teacher leaders acquire new skills when they take on leadership roles and at the same time they develop the skills that they already have. Teacher leadership engages teachers in learning, re-learning and unlearning process. When teacher leaders take new leadership roles, it enables them the opportunity to learn new things and acquire new skills and new knowledge. When teacher leaders take new roles, they re-learn more things in their profession that they already know but add more to their existing knowledge. When teacher leaders take leadership roles they unlearn some things because they learn new ways of doing things in a more developed and upgraded way. Looking at all this one realises how much contribution teacher leadership has on school improvement.

Teacher leadership allows the teachers to engage themselves in leadership roles in their classrooms, play leadership roles that have some contributions towards whole school development and also commits teacher leaders to get involved in community activities. The literature acknowledges the presence of teacher leadership and teacher leaders in schools and it emphasises the importance of their existence. Teacher leaders are ordinary teachers in the teaching profession and the next section focuses describing who the teacher leaders are in the school.

2.7. *THE TEACHER LEADERS IN THE TEACHING PROFESSION*

Teacher leadership involves teacher leaders engaging themselves in leadership roles. It is for that reason that we need to have a focus on, who these teacher leaders are? To deepen our understanding of teacher leaders one will focus on what many scholars say teacher leaders are. Teacher leaders are those teachers in schools who are willing to go the extra mile in their profession. It refers to the teachers who are prepared to adhere themselves to the seven roles of an educator as embodied in S.A.C.E. code of conduct. Teacher leaders are those teachers who can identify, acquire, allocate, co-ordinate and use social material and cultural resources necessary to establish the conditions for the possibility of teaching and learning (Spillane et al. 2004). Considering all these activities mentioned above, one can admit that teacher leadership is a process consisting of many sub activities. Therefore, it is the teachers who can take risks and who decide to engage themselves in these activities and who are called teacher leaders in schools.

Teacher leaders are teachers who are willing to take up leadership roles being unprepared as they are, but because they have a passion, they do not hesitate engaging themselves. Bolman and Deal (1994) cited in Greenlee (2002) highlight that teacher leaders receive little or no preparations for

leading. This indicates that teacher leaders are teachers found in ordinary schools engaging in extra roles without getting special training or developments for those roles that they engage in.

Teacher leaders play very big roles in influencing other teachers in the school. Wasley (1991) contends that teacher leaders are teachers who have the ability to encourage colleagues to change to do things that they would ordinary not consider without the influence of the leaders. This indicates that teacher leaders are those teachers who play a big role of arousing the interest among other teachers in their schools. Child-Bowen, Moller and Scrivner (2000) cited in Greenlee (2002) proposed that “teachers are leaders when they function in professional learning communities to affect student learning, contribute to school improvement inspire excellence in practice and empower stakeholders” (p. 28). This proposal by Childs-Bowen, Moller and Scrivner (2000) weaves in between all the zones and roles in Grant’s model. It leads us to an understanding that teacher leaders are teachers who focus on their classroom activities, work collaboratively with other teachers in the school, contributing towards school improvement and empowering stakeholders. This study will help me to understand if the teachers grasp well the nature of the activities that they involve themselves in. Furthermore, it will contribute to understanding possible factors that make participation of teachers possible in the school.

Teacher leaders are those teachers who influence the school culture, build and maintain successful teams and equip other potential teacher leaders to improve student achievement. Miller and O’Shea (1992) cited in Greenlee (2002) argue that teacher leaders are distinguished by their experience, knowledge, vision and respect for children. What does this mean? It means that teacher leaders are teachers with special additional interest to meet the learners’ needs during teaching and learning and they make it to be part of their school culture. The teacher leaders use their own experiences and knowledge and contribute with them in their institutions for the benefit of whole school community.

Teacher leaders are those teachers who have no fear of taking responsibility and accountability. They are teachers whom the formal leaders in a school can rely on as informal leaders who will contribute positively towards school improvement. Teacher leaders are those who have no fear of the unknown and who are strong and brave enough to face the challenges. It is obvious that new action or activity that the teacher engages in always comes with confusions and challenges.

Teacher leaders are those teachers who can take risks in their careers. They take risks because they do not know how that will affect the existing roles and new participants. These are teachers who are agents of change, teachers who can go through confusion, dedicated and optimistic individuals who play many leadership roles in their schools. Considering all the characteristics and other issues around teacher leadership and who the teacher leaders are, it is very important to go further and discuss why we need teacher leadership in schools.

2.8. WHY DO WE NEED TEACHER LEADERSHIP?

For many years leadership in schools has been vested only in those people in formal leadership positions. Principals, Deputy Principal and Heads of Department have been the only people to lead in schools. This has caused some problems for many schools because these people have been the only people who could initiate things in their schools. Other staff members who are not in formal leadership positions were suppressed or oppressed and may not have been given opportunities to lead. The Constitution of our country contains the Bill of Rights. The Bill of Right stresses that everyone has the right of involvement and to participate in any activity as long as his participation violates nobody else's rights. The South African Schools Act, 84 of 1996 which is the policy about schools in South Africa has as one of its aims, bringing of more power to the people. Both the Constitution of South Africa as the highest law of the land and the S.A.S.A. promote the involvement of more human resources in school leadership. We need teacher leadership for many reasons in the school and it is very important to highlight some of points that make teacher leadership so important.

2.8.1 Democratic leadership in the school

If leadership is distributed in the school and not vested only in the School Management Team it is one of the ways of ensuring democracy in the school. If the school is democratically led, it will develop a culture whereby everyone can have an input or contribution to make in its running or its functionality. I reiterate, Gunter (2005) an advocate of distributed leadership, characterises distributed leadership as authorised, dispersed and democratic. If leadership is authorised it means that leadership is distributed from the head teacher to others in the school and that ensures democratic leadership in the school. Harris and Muijs (2005) assert that teacher leadership has some implications for the division of labour because teachers are allowed to take on the leadership roles where they have the relevant skills. It creates the possibility for all teachers to become leaders. This activity makes all people who are capable to be part and parcel of school leadership and that ensures that democratic leadership exists in schools.

2.8.2 Teacher involvement

When teachers engage themselves in taking up teacher leadership roles, they become enmeshed in the school activities and develop a sense of ownership for every activity that takes place in the school. Harris and Lambert (2003); Singh, (2007) and Rajagopaul, (2007) reveal that teacher leadership engages teachers in activities and decision making, gets teachers to share same goals, engage in school work collaboratively and accept joint responsibility for the outcomes of their work. Teacher leaders strive for the same purpose within their school and perform tasks in a participatory manner where everybody within this leadership community has made an input. It is for this reason that one can strongly say that teacher leadership contributes to moving the leadership roles from one individual to a community of leaders in school committed to improved student learning. This community of leaders work together in a team towards achieving the goals of their institution. Katzenmeyer and Moller (2001) and Harris and Muijs (2005) agree that teacher leadership is conceptualised as a set of behaviours and practices that are undertaken

collectively. Katzenmeyer and Moller (2001) further add that these teacher leaders even solve problems of their institution together. What does all this reflect? It means that teacher leadership promotes collegiality in schools. Therefore this study aims to make sense of how this can be achieved in our schools through teacher leadership.

2.8.3 Distribution of power

When teacher leaders perform some leadership roles in the school, it is one way of reducing the load and responsibility for the S.M.T. in an approved manner. Leadership power is distributed among all the teachers in the school and they are able to lead in their areas of interest. It is for this reason that Leithwood and Jantzie (1998) contend that teacher leadership promotes the distribution of responsibility and power for leadership widely throughout the school. Teacher leadership ensures that leadership power is not centralised only on formal leaders but distributed down to people on lower ranks. When power is distributed to people, teacher leaders share decision making processes and get opportunity to manage their own decision making matters in a collegial manner (Gunter, 2005). This brings us to an understanding that teacher leadership develops a degree of responsibility and accountability amongst the teachers who have been given power to handle some leadership roles.

2.8.4 Teachers' personal development.

When teacher leaders take up leadership roles, they pull up their expertise and embark on leading some roles in those activities or tasks and in that manner they grow professionally. Teacher leadership enables the teachers with opportunities to develop themselves. Harris and Muijs (2005) concurs that empowering teachers to take on leadership roles enhances teachers' self esteem and work satisfaction which in turn leads to higher levels of performance due to higher motivation. Katzenmeyer and Moller (2001) also contend that teacher leadership contributes by

making teacher leaders influence others towards improved education practice. It means that teacher leaders are able to influence other teachers as well as their learners in schools. Teacher leaders have many skills and knowledge that is useful in their practice. They are able to pass them on to other teachers in their schools when given opportunities to lead. Through teacher leadership schools improve because teacher leaders are able to influence other teachers' behaviour, attitudes and beliefs because of the roles that they take.

2.8.5 The quality of teachers

Teacher leadership improves the quality of teachers and it develops a fraternity of good education practitioners in the school. It can lead to an increase in the expertise of teachers throughout the school. Teacher leadership improves confidence among teachers and they develop a sense of responsibility and accountability. Teacher leadership encourages more teachers to take risks and introduce innovative teaching methods which have a direct positive effect on teacher effectiveness (Katzenmeyer and Moller, 2001). Teacher leadership is a process of re-skilling the teachers. When the teachers take up new leadership roles, they develop their skills and that makes them become better teachers with newly acquired, newly tried or newly implemented skills. The quality of teaches develops because a teacher leader performs a particular role for more than once and s/he gets the opportunity to improve where s/he had not done well in the first place.

2.8.6 Relationships [Value and trust]

Teacher leadership promotes quality relationship with the school. It really promotes a collaborative culture whereby everybody becomes interdependent of each other. Teacher leadership is characterised by transparency, trust, respect, a sense of worth, communication, consultation and ownership (Grant, 2006). Teacher leadership makes the teachers feel that they

are trusted and respected in their schools if they are allowed to take on leadership roles. Teacher leadership encourages teachers to have courage to take on leadership roles in their schools regardless of their positions. Moreover, it also creates a culture whereby formal leaders acknowledge and accept roles and contributions made by informal leaders in the schools. When formal leaders accept the presence of informal leaders, this develops good relationship between all the human resources within the school.

The previous section has covered some benefits of teacher leadership in schools. The benefits serve as justification for the need for teacher leadership in schools. Considering the above mentioned reasons for the need for teacher leadership in schools, one can agree that it has some positive benefits in the school. However, one cannot say everything is possible in schools for teacher leadership to be enacted. Therefore, it is important to take a step forward and look at some factors that enhance teacher leadership in schools.

2.9. FACTORS ENHANCING TEACHER LEADERSHIP IN SCHOOLS

There are some observable factors that enhance teacher leadership in schools. Different scholars have different observations in so far as these factors are concerned. In order to have a clear understanding of these factors we need to go further and discuss them. These are the factors that different scholars and advocates of teacher leadership have observed. This is important for my study because I also study the factors that enhance teacher leadership. It means my personal findings on factors that enhance teacher leadership will be adding onto these existing findings

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 b,). 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 Internal relationships

Relationship is another important factor that enhances teacher leadership in schools. Harris (2004) and Katzenmeyer and Moller (2001) advise that the success of teacher leadership within a school is influenced by a number of interpersonal factors such as relationships with other teachers and school management. Harris and Muijs (2005) further add and claim that:

‘the importance of this is evident both with respect to others ability to influence

colleagues and with respecting to developing productive relations with school management, who may in some cases feel threatened by teachers taking on leadership roles' (p, 443).

This quotation highlights the importance of good relationships within the school because if the school management team does not accept the presence of teacher leaders, it will not allow them to take on leadership roles and that will hinder teacher leadership in schools. Good relationship prevents unnecessary conflicts to occur in the school and this is good because conflict divides the staff and that reduces co-operation in the school.

2.9.3 The principal

2.9.3.1 Envisioning goal setting

In order for teacher leadership to take place in the school, conditions should be conducive. The S.M.T. must open the doors for teacher leaders to lead. The principal occupies the top seat in the school organogram therefore he is the one to create leadership opportunities in the institution. Frost et al.(2000) claim that one of the roles of principals in schools is visioning. When the principal takes a lead towards visioning he should do it in such a way that informal leaders are also able to see the direction. Barth, (1999) advises the teachers who take on leadership roles to start with a clearly delimited goal and be persistent in the pursuit of that goal. This highlights the importance of setting the goals explicitly because a problem might arise if teacher leaders are not sure of what they should do. In addition to this, Harris and Muijs (2005) further add that research evidence concerning teacher leadership points to the importance of the organisation of shared norms and values and collaborative practice among teachers. It is therefore important for all the people in the school to share the same norms and values. It is the responsibility of the S.M.T. to develop an understanding of those norms and values amongst the staff members. The strong culture promoting teacher leadership and relationship within the school makes everybody share the same values and norms.

2.9.3.2 Continuous support by the principal

Continuous support is also another factor enhancing teacher leadership. King et al. (1996) conducted a study of effective principals. What they found is that, those effective principals encouraged teacher leadership and shared decision making, experimentation and innovations in their schools. The point raised here is the importance of approval by principals to involve teachers in all the activities that take place in the school. The principals' action to support these teacher leaders in all aspect is very important in order for teacher leadership to happen in the school.

In order for teacher leadership to take place in schools, there should be some people who make it a reality. The formal leadership structures in schools must ensure that it occurs. However in this structure there is a very important human resource, the person sitting at the apex and that is the principal. Ash and Persall (2000) call the principal in the school a chief learning officer (C.L.O.). They assert that 'the principal's role as a C.L.O. of the school is to build an organisational climate that encourages and supports leadership throughout the school' p, 19. Further to this, Barth (1996) claims that the principal occupies the more important position of leadership as the head learner engaging in displaying and modelling the behaviours that teachers and students must adopt. Views of many scholars about the principal as far as teacher leadership is concerned indicate that the principal has a very significant role to play. Part of this research will also explore if the formal leaders do support teacher leadership activities or not.

Another advocate of teacher leadership, Barth (1988) raised some good qualities of a principal to promote teacher leadership. He asserts that a good principal articulates the goals of the school clearly where he is stationed. In order for these goals to be clearly transmitted, the principal articulates them at meetings in conversations, in newsletters and at community meetings. Barth (1988) further adds and insists that a good principal is the one who involves teachers in decision making. Teachers should be involved in brainstorming the issues affecting their schools. Their

inputs on that matter make them develop a sense of ownership on that particular issue and they will do their best to make it a success. A good principal assigns responsibilities wisely. It is much better to match an important school issue with a teacher who feels passionate about that issue. This is very important because if an issue is dealt with by a person not passionate about it, there is the possibility of improper handling of that issue. I strongly believe that when you assign the duties, the right player must be given the right position in order for him to do something that he understands. Barth (1988) claims “to foster teacher leadership principals must give individual teacher responsibility for matters about which these teachers care deeply” p, 41. A principal attributes success to the teachers involved in that particular activity. The literature suggests that it is only when principals engage teachers in activities which they are comfortable with, will effective teacher leadership take place.

The principal has many opportunities for visibility, therefore s/he should let the teacher leaders shine or be visible because of the roles they play. Barth (1988) asserts that good principals are hero makers than heroes. A good principal believes in teachers. S/he should be convinced that all teachers can lead. When principals seek school leaders, it is recommended that they attend to the characteristics that distinguish one teacher from another. A good principal must admit that s/he is not good at everything, and as he should invite teacher leaders to intervene in those areas where he is not good with certain skills. This is a very big challenge to some principals, particularly those who view leadership with a traditional lens because they feel threatened by post level one teachers who lead. They feel that they are after their positions.

An effective principal develops people in his/her institution, provides individualised support, intellectual stimulation and he is the one who models the values and practices that are important to the mission of the school (Harris, 2003). A good principal creates an environment that encourages a good culture in which colleagues in the school are motivated by moral imperatives and structuring, fostering shared decision making process and problem solving capacities. A good principal creates good relationships with the school community. Frost et al (2000) and Harris, (2003) contend that a good principal distributes power and leadership. This strengthens

relationships because by the time teachers and community members are accommodated, they view themselves as important figures in shaping the school's direction and values. A principal must allow external alliances and networking (Katzenmeyer and Moller, 2001; Harris, 2003). This raises the point that the principal must encourage teacher leaders to network with teachers from other schools and that is role four in Grant's (2008 b) model of understanding teacher leadership in South Africa.

The principal spends a lot of time with the teachers in and out of the classrooms and engages in conversations about teaching and learning. It is therefore important for a principal to develop good communication skills with people at different levels. The principal builds a culture where teachers have autonomy to make decisions about their work. A good principal develops teachers to take on leadership roles in the school. The principal supports teacher leaders, gives guidance to them, recognises and rewards the efforts of those teachers willing to invest their time and energy in acting as leaders of school reform efforts.

A principal has many roles to play to ensure that teacher leadership takes place in the school where he is stationed. He is the one who must make the teachers understand the need for engaging themselves in leadership roles. It is the efforts of that particular principal which determines if he is an effective or ineffective principal. To end this section one will cite Leithwood et al (1999); Harris et al (2001); McBeath, (1998); Day et al. (2000 b) when they all agree that effective principals are those principals whose work transforms the schools in which they work.

2.9.4 Time

Time allocation is another factor that enhances teacher leadership in schools. Harris and Muijs (2005) emphasise that 'time needs to be set aside for teachers to meet, plan and discuss issues

such as curriculum matters, developing school wide plans, leading study groups , organising visits to other schools and collaborating with colleagues' (p, 443). This raises the importance of creating time in schools for teacher leaders to engage themselves in leadership roles. This is important because we can talk of fostering teacher leadership in schools only to find that time is not allocated for that, therefore time allocation is very important. Harris and Muijs (2005) also found that in schools where teacher leadership was part of the school culture, the freedom of exercising leadership roles was an important element. They further found that in successful schools teachers were given more time to collaborate with one another. Time allows teachers to share ideas, information, concerns, thoughts and do planning together. It does not make sense to expect teachers to engage themselves in teacher leadership roles but not give them time to plan for that. This highlights the importance of time as a factor for enhancing teacher leadership in schools.

2.9.5 Professional development.

Another important factor for teacher leadership enhancement is professional development. Katzenmeyer and Moller (2001) recommend continuous development of teachers' skills and knowledge. They further stress that this professional development should be on specific aspects of teacher leadership roles. These are the skills such as leading groups and workshops, mentoring and collaborating with others. These are the relevant skills that they will utilise when they engage themselves in leadership roles in their schools. Professional development can either be done internally and externally but it is very important for teachers to gain confidence, develop skills and gain new additional knowledge.

In order for teacher leadership to be effective there should be structured programmes in the school. Frost et al (2000); Crowther et al (2002) and Harris and Muijs (2005) assert that structured programmes of networking need to be set up to ensure that teacher leaders can fully develop their leadership potential. Darling-Hammond (1995) contends that through collaborating

with teachers in other schools, engaging in trying new teaching approaches disseminating their findings to colleagues and engaging in action research, the potential of teacher leadership is significantly enhanced. Networking should be part of the school culture. Networking is creating connectedness between yourself and those people with whom you want to achieve same goals through webbing. Teachers need to network with teachers from other schools, share ideas and pull out what they believe will work for them in their practice. The point raised here is that the teacher leaders do not only rely on the information that they only have in their school but they also contact teachers and other teacher leaders in other schools for additional information. According to Darling-Hammond (1995) networking enables the teachers to engage themselves in action research and that develops teachers' confidence and reflection in their practice.

2.9.6 Personality of formal leaders

Formal leaders should play a very major role in the school. They are the main people to see if everything is in order. They are responsible of staff development, allocation of duty loads and maintenance of order in the schools. Crowther et al (2000) suggested some ways of overcoming barriers towards teacher leadership. These recommendations they make serve as enhancement towards teacher leadership. Crowther et al (2000) advise formal leaders to step back and give others a chance whenever it is necessary. Formal leaders should prove that teacher leadership makes a difference in schools. It is advisable for formal leaders to give real responsibilities to teachers under their leadership. They must make sure that they identify roles where teachers can lead. All this is very important because if the formal leaders do not step back to give others a chance to lead, teacher leaders will not see the need and importance of engaging themselves in leadership roles. Factors enhancing teacher leadership will lead to successful implementation of teacher leadership in a school. However, that does not mean that everything will be in order and conditions conducive for teacher leadership to occur in schools. It is therefore important to also look at some possible barriers to teacher leadership.

2.10. What are the possible barriers to teacher leadership and professionalism?

Teacher leadership as a fairly new concept in South African education circles is here to change some existing values, beliefs and styles of leadership in schools. For that reason teacher leadership cannot go without some barriers, hence this section will explore some barriers experienced in exercising teacher leadership in schools.

2.10.1 The school formal leadership structure

One of the barriers to teacher leadership is structural and the top down leadership style that still dominates in schools (Greenlee, 2002; Grant, 2005). Little (2002) found that the possibility of teacher leadership in any school is dependent upon whether the S.M.T. relinquishes power to teachers or not. It also depends to the extent to which teachers accept the influence of colleagues who have been designated as leaders in a particular area. It is becoming a barrier if the S.M.T. does not give the powers to teachers and if teachers do not recognise the presence of teacher leaders in their schools.

Another barrier to teacher leadership is the tendency of associating leadership with formal positions only. Grant (2006) mentions a very strong point that some autocratic principals have assumptions that only people in formal management positions should lead. These are the principals who feel insecure and threatened by their teachers who take on leadership roles in their schools. Crowther et al. (2002) also contend that these principals do not support teacher leadership programmes in their schools. A very common cause for this is that principals are accountable for everything that takes place in the schools which they manage and for that reason they are so reluctant to delegate authority. All these issues raise concerns that at some stage principals can also be barriers to teacher leadership. While still on this issue, some other teachers do not acknowledge or accept their colleagues in leadership positions. These teachers do not co-

operate with those teacher leaders if they do not recognise them as leaders. This raises the point that internal matters can also be barriers towards teacher leadership in the school. The study explores the impacts that this reluctance by principals to distribute duties impacts on the effectiveness of teacher leadership and professionalism in schools.

2.10.2 The school culture

Another issue which can be a barrier is the school culture. The school culture should be conducive for teacher leadership to flourish. This means that teacher leadership should be something that is spoken about and promoted in the school. The S.M.T. is responsible for the promotion of this culture. Therefore it becomes a barrier if teacher leadership is something that is not promoted in the school because of the school culture.

Teacher leadership and professionalism should be promoted in the school and this should be made part of the school culture. Stoll and Fink (1996) express this clearly and claim that “when culture works against you, it’s nearly impossible to get anything done” p. 80. It is the role of the structures in the school to ensure that teacher leadership is promoted in the school. If teacher leadership and maintenance of professionalism are things that are not part of the school culture then there is a problem. Schools need to be able to meet society’s demands and challenges. This is only possible if people who form part of the school are ready and equipped enough to play that role. Therefore, the culture in the school must be the one where structures are equipped enough to meet the demands and challenges. Some of those demands can only be met through teacher leadership in school. Therefore if teacher leadership does not prevail in the school, that school has got a culture that is not conducive for teacher leadership to occur.

2.10.3 *School internal politics*

Another barrier in the school is the micro-politics of the school (Harris, 2004). Micro politics refers to internal issues in the school which might have some impediments in order for teacher leadership to occur. These micro-politics sometimes lead to internal school conflict. If there is internal conflict in a school, it becomes very difficult for teachers to take on leadership roles. Teachers start developing a fear of comments like: Who does he think he is to perform this role? Comments like these are hurtful to someone who had decided to embark on a leadership role. Such micro politics are really a barrier to teacher leadership. Conflict may also arise between those teachers who take on leadership roles and those who do not take. Conflict in the school reflects negatively on the profession and it creates divisions. Another way in which conflict can rise is through promotions. Moonsamy, (2010) believes that promotions cause tensions and rifts amongst the teachers in the school. The teachers who do not hold promotional posts claim that those who hold formal position must lead because they are compensated for extra leadership roles. This can lead to strong estrangement amongst teachers.

2.10.4 *Teachers' attitudes*

Teachers' attitude is another possible barrier to teacher leadership. The onus does not only rest on principals in order for leadership to occur. The teachers themselves need to understand and take up their leadership roles. Teachers resist taking on leadership roles for many reasons and among those reasons is that they are afraid to engage themselves and see it as something extra for them. Some teachers believe that it should only be the S.M.T. which leads and their leadership only ends in the classroom. Crowther et al, (2002) highlight some words by teachers when they defend themselves, and these are the words; "I am just a teacher" "I just want to teach". This is the evidence of some of teachers' mindset. They only believe that it is only the S.M.T. which should initiate things. Other teachers are only just comfortable with the leadership of S.M.T. and do not see the need of being involved in any leadership role. These are the

teachers who are familiar with the notion that it should be only formal leaders who lead and they have internalised it. It is very difficult for these teachers to find themselves enmeshed in teacher leadership.

Some people have got a belief that many cooks spoil the broth (Crowther et al, 2000). This can be a negative contributing factor because they believe that involving many people when doing something might hinder the process. Another contributing factor is the language that re-enforces teachers in schools as subordinates. Teachers should not always be made to feel that they are subordinates and formal leaders regarded as superiors. This includes the language mostly used in schools which is “we” and “they”. This type of language divides the staff in the school. The S.M.T normally refers to itself as we and other teachers referred to as they. “We” should be used to include all the teachers in the school to ensure collectivism or inclusivity

2.10.5 Time and Finance

Earlier in this chapter it has been mentioned that time is one of the factors that enhance teacher leadership in schools. As much as time can be an enabler, it can also be a barrier. Sometimes teachers are willing to take on leadership roles but at times they raise a concern that it is time consuming or they do not have time to do it. There are also some financial barriers as formal leaders are paid for their positions for the work that they do. Principals, Deputy Principals and Heads of Department are remunerated for their formal leadership roles and informal leaders are not compensated for the roles that they play. This impacts negatively because the other group that is not paid believes that the other group paid must lead.

This chapter has discussed many issues around our education system. It has discussed professionalism, distributed leadership and teacher leadership. This chapter also focuses on factors that enhance teacher leadership in schools. If one looks at all what has been discussed,

one starts realising that this results in a type of a school which is a moving school (Rosenholtz, 1989). In this school everyone is doing what contributes positively in the practice and benefits the whole school community. Therefore at this stage it is important to take a step further and discuss a school that is a professional place of teaching and learning or school as a learning organisation.

2.11. What is meant by a school as a professional place of teaching and learning?

A school as a professional place of teaching and learning is very difficult to define using one definition. There is very little literature about schools as professional places of teaching and learning. Scholars like Senge (1990) and Moloi (2002) have written about schools as learning organisations. I have decided to buy into their ideas to define a school as a learning organisation. The best way of developing an understanding of its meaning is through looking at the features of the learning organisations and then one starts realising what actually happens in a school which is a professional place for teaching and learning.

2.11.1. Definition of a learning organisation

A learning organisation is a school where individuals and groups improve everyday teaching and learning activities and communications in the school (Moloi, 2002). Moloi further adds that a learning organisation includes teachers who are capable of thinking differently and prepared to adopt new mindsets with the purpose of doing their teaching and learning activities more effectively. Senge (1990) has a similar view about a learning organisation. He highlights that in a learning organisation new and expansive patterns of thinking are nurtured. I believe this is exactly what happens in the school which is a socially just place for teaching and learning. In this type of a school, everyone strives to do his/her best in the position where s/he is placed. From these definitions one realises that teachers are given opportunities to come up with what is in

their minds and bring it into practice for the benefit of the school where they are stationed. In this type of a school, teacher leadership is promoted in order for everyone to have a contribution where s/he can contribute. In addition to this, I also believe that in this type of school professionalism is maintained through the involvement of all stakeholders.

2.11.2 A shared vision as a feature of a learning school

In a learning organisation all the organisational members share the same vision and strive to do their best to achieve the vision of the institution (Senge, 1990). Moloi (2002) claims that a learning organisation operates within a specific environment therefore it is important for those interested members to adapt themselves in that environment and understand it clearly. Innovations by teachers are always accepted in a learning organisation and that is treated as a norm within it (Task Team Report, 1996). In this environment there are teachers, parents and learners who are all partners in the education process and if they share the same vision they always accept innovations positively. All these members of this community work hard towards achieving the common goal of their institution which is made clear to all the members involved.

2.11.3 Outstanding performance as a feature of a learning organisation.

In a learning organisation, all stakeholders strive for outstanding performance. I'll quote Senge (1990) where he explains what happens in a learning organisation. He asserts that learning organisations "have a strategic capability that enhances their performance because individuals are given the chance to zoom in where they feel engaged" (p. 18). The process where teachers zoom in is associated with teacher leadership where teachers in the school pool their expertise and perform some roles that they believe they can perform extremely well. This compliments what has been mentioned in this section earlier where it is said a learning organisation is a place where new and expansive patterns of thinking are nurtured (Senge, 1990). The Task Team

Report (1996) highlights the view that the learning organisation develops the capacity to learn and reflect, and the capacity to innovate.

Outstanding performance in the school is achieved through collaboration and co-operation among the staff members. Rosenholtz, (1989) and Moloi, (2002) contend that in the learning organisation the group members work collaboratively with its internal and external environment. This is supported by the view of Pinchot and Pinchot (1993) where they say that in the learning organisation most of the co-ordination between functions is done by teams which are functional. I believe that a school which is a professional place of teaching and learning will have a very good relationship internally among all staff members and externally with the neighbouring schools. In other schools, there are people with valued skills and knowledge that the school can adopt. Therefore there is a need for good relationship with other schools. A school cannot function in isolation. Therefore I believe that relationship and collaboration is very important for outstanding performance in the school. Teacher leadership encourages teachers to work collaboratively with teachers in other schools. Therefore I believe that some of the findings in the study will be based on the effects of collaboration in the school.

In a learning organisation there is a very high degree of commitment among the staff members. Rosenholtz (1989) and Moloi, (2002) highlight that a deep sense of commitment provides the energy needed to succeed as a top organisation. Moloi (2002) further claims that in a learning organisation learning occurs at four levels. These four levels are individual, team, organisation and societal level. These four levels set a platform for teachers where they do their teaching and learning duties. This set of levels match with Grant's (2008 b) model of understanding the roles of teacher leaders in South Africa. They start at a very narrow point which is in the classroom and if you compare the levels by Moloi, they also start like that and extend into the whole society. These different levels and zones require a very high degree of commitment by the teacher as a professional in the teaching profession. When teachers are fully committed towards their duties in the school, then their school becomes a type of school which Hopkins, Ainscow and West (1994) call, a "moving school". The moving school has a culture that sustains quality

teaching and learning and that is what I believe a school as a professional place of teaching and learning should be.

This whole chapter looks at the literature about teacher leadership and professionalism and different views from different scholars and researchers have been considered. Gaps and areas of further research have been identified. Hence the next section focuses on the gaps identified.

2.12. WHAT ARE THE GAPS IDENTIFIED IN THE LITERATURE?

The literature has covered many aspects and characteristics of teacher leadership within a distributed framework. The focus has also been given to professionalism and in describing a school that is a learning organisation. However, there are still some other questions which came up while I was engaged in reading and after reading. Some of the concerns were raised by scholars. Wasley (1991) raised a number of questions about teacher leadership and more research is still needed to get answers to those questions. These are some of the questions;

- Do leadership roles that exist provide growth opportunities and incentives for more than a limited few?
- What kinds of roles would teachers who are not in leadership positions create?

The onus rests on us as researchers to come up with answers to these questions.

Little (1988) mentions some conditions of teacher leadership and among them she contends that the teacher leadership roles must be supported by professional organisations and unions. Are the professional organisations and unions doing what Little (1988) claims they should be doing? Teachers commit and dedicate themselves in their teaching career but very little is said what enhances or inhibits professionalism in schools. Therefore I believe conducting this research will provide me with some of the answers to these concerns and gaps in this literature.

In the literature and from the research that has been conducted, not much has been said whether teachers do accept these roles or not and that needs further research. Above that the literature and the different scholars do not mention much about the incentives used in schools to encourage teachers to engage themselves in leadership roles. Further research needs to be conducted in this regard.

These teacher leaders that we are talking about are teachers who joined a teaching profession and were sensitised with the way they should behave themselves. The teaching profession is a profession with some ethical considerations involved and they serve as a guide to teachers. These ethical considerations contain some guidelines on how the teachers are expected to behave in their profession. It is therefore for that reason I engage myself in a study that will study teachers' understanding of professionalism. Teacher leadership as a fairly new concept in South African schools has some positive benefits in schools. In order for it to develop or grow in our context, I found it important to study the factors that hinder or enhance it in schools. This will alert all the interested South Africans about the possible things they should consider when exercising teacher leadership in schools. I have decided to link it with professionalism in my study because I believe that they both overlap on each other.

2.13. CONCLUSION

This chapter has discussed management and leadership as the two important functions in the school. It has brightened the distinguishing line between these two concepts by using the roles attached to each function. It has discussed profession and it has been made clear that a profession carries a very important status and it requires lengthy training and there are some professional ethics attached (Hoyle, 1980). It has discussed that distributed leadership is one of the ways of involving everyone in the school by allowing everyone to lead. Teacher leadership has also been discussed and it has been made clear that it is a way of allowing the teachers to play leadership

roles by pooling their expertise. When teacher leaders engage themselves in teacher leadership, they play formal and informal leadership roles in their classrooms and outside the school for the whole school development and they involve themselves in community activities (Katzenmeyer and Moller, 2001 & Grant, 2005). The chapter has discussed many reasons why we need teacher leadership in schools and one of them is that it promotes a culture whereby teachers work collaboratively in the school. It has revealed various factors that enhance and serve as barriers to teacher leadership and professionalism in schools. It has discussed that if everything goes according to plans the school becomes an institution that can be called a learning organisation. Finally it discussed some gaps that have been identified for new area of research.

This whole chapter has focused on literature review for my study. I then move to the next chapter which focuses on research design and methodology used in the study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter focuses on the research design and methodologies that was used to conduct the research for this project. In this chapter I present and explain the methodological process and methods that I chose to generate and analyse data that would possible answer my research questions.

3.2 Research paradigm

The main purpose to conduct this research was to explore teachers' understanding of professionalism and look at the factors that enhance or inhibit teacher leadership and professionalism in schools. Answers to these questions will be determined by teachers' experiences, perceptions, personal understanding, human actions, personal views as well as their engagement in school activities. Therefore this research has been approached in the interpretive paradigm. There are also some other paradigms that I could have followed which is positivist and critical paradigm but interpretive has been my choice.

In the positive paradigm, the researcher strongly believes that the world is stable and it is made of certain patterns and orders that can be discovered in what they are researching (McMillan and Schumacher, 2010). In this paradigm the main focus is given on things that can easily be measured which is a different case in the research that I have been conducting. Moreover, in the positivist paradigm the researcher becomes an objective outsider because if the researcher becomes too involved with respondents this can affect the validity of the data. In this paradigm the researcher is restricted and limited to such an extent that s/he cannot go deep and get in depth data which I believed it could not work for me in this study. In the positivist paradigm it is

believed that if the same research could be conducted again and again similar results will be found.

Another paradigm, which is the critical paradigm, focuses specifically on issues of relationship and power. It deals with issues of social justice and its main focus is ensuring change or transformation which will benefit the oppressed. In this paradigm, a researcher is objective. He distances himself from the people who are under study. It is also believed that if the researcher becomes too involved with the people in the study this can affect the validity of the data collected. This paradigm could not work for me because of the nature of research that I was conducting and interpretive paradigm has been the most suitable for my research amongst all the paradigms.

An interpretive researcher focuses on how people define and describe their actions by providing different interpretations (Neuman, 2000). My main purpose was to investigate people's behaviour, attitudes, beliefs and perceptions to professionalism. These are the things that cannot be easily measured. It is for this reason that I chose the interpretivist approach. In contrast, the positivist researcher focuses on objectivity and generalisability of the study on things that can be measured. The emphasis was on getting descriptions and interpreting the phenomenon. In the interpretive paradigm the researcher gets the opportunity to work closely with the people he studies and that enables him the opportunity to develop a deeper understanding of the matter he studies. Cohen, Manion and Morrison (2007) clearly state that within the interpretive paradigm "the researcher's ultimate aim is to establish a comprehensive rational edifice, a universal theory, to account for human and social behavior" (p.20). I therefore chose to allocate myself in the interpretive paradigm when I conducted the study with my five participants.

Having discussed the paradigm within which my research was allocated, I then move to the next section which will focus on the methodology that was used to conduct the study.

3.3 Methodology

3.3.1 Methodological approach

To frame the investigation of my research questions, a case study methodology was used. Yin (1984) defines the case study method as an empirical inquiry that investigates a contemporary phenomenon within its real life context when the boundaries between phenomenon and context are not clearly evident and in which multiple of sources of evidence are used. In addition to this, Niewenhuis (2007) states that from an interpretive perspective, a case study strives towards a comprehensive understanding of how participants relate and interact with each other in a specific situation and how they make meaning of a phenomenon under study. In this research I wanted to explore teachers' understanding and it is in line with what Niewenhuis (2007) states in the above statement. Therefore, I opted for a case study as a methodology because it is the one which can focus on individuals or groups of actors and seek to understand their perceptions of events (Cohen et al 2007). In order for me to develop a meaningful understanding of my case, I needed to be involved and a case study as a methodology was the most pertinent one. It is through a case study that I managed to collect a thick rich description data from my unit of analysis.

The five teacher leaders in this study are my unit of analysis who provided me with the primary data. Data collection took place in the form of interaction between the researcher and the unit of analysis. This correlates with what Stake (1994) also highlights which is that a case study is an interactivity process between the parties involved. Considering the paradigm within which the research was located, the data collection techniques and the methodology used, all led towards producing a qualitative data. The data that was collected was in the form of words and it is those words that were interpreted to produce data that is presented in this dissertation.

The five teacher leaders who were my unit of analysis in the research were teachers who were in full time employment in a school during the time of study. I need to give a clear picture of the research site for the reader, therefore the next section focuses on the research site for the study.

3.3.2 Research site for the study.

The study site is a Primary School in Springvale which is a deep rural area under Ubuhlebezwe Local Municipality in Ixopo. It had a learner enrolment of 640 during the time of study. The school offers Grade R to Grade 7. There were 19 educators in the school during the time of study. Three of the educators, during the time of study were newly appointed and still occupied temporary posts. The formal management structure of the school which is the School Management Team (S.M.T.) was made up of a male Principal, a male Deputy Principal (D.P.) and three female Heads of Department (H.O.D.). All those formal education post holders were officially appointed in these posts and none was on an acting basis. There were 14 post level one educators in the school who did not hold any formal leadership positions in the school. Besides the teaching staff in the school, there is also other non-teaching staff sector in the school which includes the administration clerk and the grounds man who was responsible for the maintenance of the school premises. In addition to this, the school had two food handlers who cooked food for learners in the school. These two food handlers were not state paid but paid by the service provider who provides food National School Nutrition Programme (N.S.N.P.). In the school there were two Grade R classes and therefore during the time of study it had two Grade R practitioners who were not part of the school Post Provisioning Norms (P.P.N.).

The school is a No Fee Section 21 school and it only relies on the funding from the Department of Education (D.O.E.). The school has got many extra mural activities that take place in the school like Soul Buddies, sports, cultural activities and music. That creates a platform for many educators to involve themselves in informal leadership roles.

To gain access to the school was not a problem because I was also part of the school as one of the employees. The main task that was important for me was to convince the educators about my research. I made sure that I convinced the teachers that this was not a commission of enquiry of

any nature. Another important thing was to assure the teachers that my work as a researcher would not affect their work as teachers in their practice in the school. My aim in the school was to conduct a research that would provide me with rich data. Therefore I had to make sure that I got the suitable people who would be my research participants. Hence, the next section focuses on sampling for my research participants.

3.3.3 Sampling of participants

In this research I used non probability to select my five participants. Non-probability sampling is defined as a form of sampling which the researcher uses knowing that the group that s/he works with does not represent the wider population but it represents itself (Cohen, Manion and Morrison, 2007; Maree and Pieterse, 2007 and McMillan and Schumacher, 2010). What I applied was purposive sampling where I targeted people whom I believed would provide me with rich data for my research. It was borne in mind that the findings that I would get could not be generalized to a wider population but only belonged specifically to my research participants.

In terms of representativity, I ensured that my participants were well balanced in terms of gender and positions in the school. I decided to have three teacher leaders who were post level one educators and other two teachers who are H.O.Ds. The reason behind this was to get post level one teachers' understanding well as the perceptions and understanding of teachers who are in formal leadership positions. Amongst these participants, I made sure that I included one male participant. One participant in the study might look as a small number in terms of representation but to me representativity was ensured because male teachers are not a big number in our school.

These five selected participants are the main people who provided me with data for the research. As a researcher, I used my different data collection methods with them to gather data for the

whole study. Hence the next section will focus on the data collection methods used during my research.

3.3.4 Methods of data collection

During this study, I used 5 different methods to collect data. Using multiple methods to collect data helped to improve trustworthiness and credibility of my research. This is in line with Neuwenhuis, (2007) where he states “engaging multiple methods of data collection such as observation, interviews and document analysis will lead to trustworthiness”(p. 80). Using multiple methods to collect data was also a strategy of crystallisation (Neuwenhuis, 2007). Data collection methods that were used in my research are Questionnaires, Individual Interviews, Focus Group Interviews, Observations and Document analysis. Each of these data collection methods had its own pertinence to the study. The next section focuses on each data collection plan individually to explain to the reader its value to the whole study.

3.3.4.1 Questionnaires

The main reason for using the questionnaires as a data collection method was to get teachers understanding and perceptions of professionalism. These questionnaires with close ended questions were distributed to the whole staff in the school. This helped me to understand the teachers’ views in the school because it is those views that determine the atmosphere and the culture in the school. Clarke (1999) supports the use of questionnaires and state that when a researcher uses questionnaires s/he is able to reach a large number of participants and that was the case in my study.

This questionnaire was designed by a Master of Education students group which I was a member of. The questionnaire is attached as Appendix A in this dissertation. I ensured that the participants were not irritated by doing a lot of writing. The participants were only expected to use rating codes where they could just put the cross to show their responses. Questionnaires resulted in my research having a bit of quantitative data. However, this did not mean that I had shifted from doing a qualitative research. Structured questions were asked in the questionnaire and at the end I provided the participants with few open ended questions. Having the open ended questions contributed positively because participants used them to give more information which they could not provide in the structured questionnaire section. All levels of teachers in the school used the same questionnaire. Of questionnaires distributed, I fortunately experienced a 100 % return rate.

To get the programme moving, I appointed an internal co-ordinator who co-ordinated the completion of the questionnaires for me. My co-ordinator was one of my five participants and she made sure that she did her job perfectly through her good communication skills. She is the one who administered the questionnaires for me in the school. She is the one who they contacted if there was some misunderstanding with the questionnaire. The educators were allowed to take the questionnaires home and that really eliminated the pressure of participants to work on the questionnaire in the presence of the researcher (Cohen et al 2007).

After finishing with questionnaires and having collected them from the participants, I then started conducting interviews which were divided into two forms and they were individual interviews and focus group interviews. The next section will focus on individual interview as a data collection method used in my study.

3.3.4.2 Individual interviews

It is very important at this stage to remind the reader what is meant by an interview. Neuwenhuis (2007) defines an interview as a “two way conversation in which the interviewer asks participants questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of participants” p. 87. For me in the study an interview was one of the most suitable methods because I was doing the case study and an interview allowed me to interrogate my participants. According to Niewenhuis (2007) the aim of a qualitative interview is to obtain rich, descriptive data that will help the researcher to understand the participants’ construction of knowledge and social reality. I used the structured interviews and questions were developed in advance before meeting the participants. The questions were also developed by the Master of Education group of which I was also a member.

The nature of my research question persuaded me to use individual interviews as a data collection method. Semi structured questions were asked across all the five participants. They are attached as Appendix C in this dissertation. My intention was to get different teachers’ understanding of professionalism and the factors that enhance or inhibit professionalism and teacher leadership in school. Therefore, engaging myself in individual interviews really made me work closely with the participants. During the survey, the data that I gathered came in figures and it did not give me as a researcher the individuals’ views and beliefs. In contrast, the interview became a platform for me to work with the participant and got his/her personal views and beliefs individually.

The five participants had given me permission to tape record them. Using the tape recorder during the interviews strengthened the issues of validity during the study (Cohen et al 2007). After transcribing the interviews, the transcripts were given to the five participants for their approval and editing. It was very useful to give the participants the transcribed data because it enabled them the opportunity to give more data which they did not provide during the first round

of interviews. For me it came back with a lot of additions that my participants had made and that enriched the data.

The interview as a data collection method is very good to provide data for research but it has got its own limitations. In terms of position that I hold in the school, I really had to convince the participants that when they looked at me they should forget that I was their senior but should look at me as a researcher at their level. In addition, even though I was an insider, they may have looked at me differently because I had become a researcher. One of the scholars, Dyer (1995), commented that power relations can influence the process of the interview. I had to deal with this professionally in order to get their support throughout the study. It calls for a researcher in this situation to have good communication skills to deal with his participants who are caught in the situation of this nature.

After conducting the individual interviews with all my five participants I then moved to conduct the Focus Group Interview with them to get more data for the study. The next section focuses on the focus group interview as a data collection method for the study.

3.3.4.3 Focus Group Interview

The aim of the focus group interviews was to get all the participants together to discuss some important issues around the research topic. I grouped my participants immediately after completing my round of Individual interviews. The focus group interviews contributed positively in the research project because it gave participants the opportunity to bring in ideas that they had forgotten during the individual interviews. This is in line with the point raised by Niewenhuis

(2007) when he states that the focus group interview helps to activate forgotten details. There were structured questions that were asked during the focus group interview and the participants got the opportunity to debate over those issues that came up. The set of questions is attached as Appendix D in the dissertation. When Cohen et al (2007) explain the process of focus group interview they state that, “the participants interact with each other rather than the interviewer such that the views of the participants can emerge- the participants rather than the researcher’s agenda can predominate” (p.376). This helped me a lot because through this process I managed to gather a very rich data.

Getting all these five participants was not an easy task because they had their individual personal demands which sometimes clashed with my set time for the focus group interview. It was only successful in a third scheduled date. During the gathering I ensured that I explained the purpose of the focus group interview for the research. Together we set the ground rules. Amongst them, we agreed that we should respect the speaker on the floor, giving him/her enough time to speak and ensuring that we have only one meeting in our gathering. Considering the methodological factors I agree with Niewenhuis (2007) when he states that during the focus group interview participants are able to build on each other’s ideas and comments to provide an in-depth view not attainable from individual interviews. This was possible for me because of the ground rules that we set together as the members of the group.

To ensure and improve validity and reliability of the data, I used the tape recorder to record the focus group interview. Immediately after the focus group interview I transcribed the data taking into consideration all the gestures and actions that had been observed during the focus group interview. After transcription, each participant was supplied with transcript to go over it so that s/he could comment or add more information on the data. The activity of this nature contributed positively because a lot of additional data came during that process.

However, the focus group interview as a data collection method has got some limitations. Niewenhuis (2007) asserts that some participants may experience focus group as threatening. Some people by nature are not public speakers and may experience problems when they have to talk in the presence of other group members. I have mentioned this point earlier but I will reiterate, during the focus group interview all participants needed to congregate in the same place and sometimes it becomes a problem. Niewenhuis (2007) raises a point and states that “the information collected may be biased through group processes such as domination of the discussion by the more outspoken individuals, group thinking and the difficulty of assessing the viewpoints of less assertive participants” (p.91). Fortunately, I did not experience these problems because we had set the ground rules before and the purpose was explained to them explicitly.

I agree that interviews are a good form of collecting data in a case study and they provided me with a very rich data in my study. However, all the data that I gathered was something that the participants had told me verbally. There was a need for me to use another form of data collection to see if what they told me really happened. Therefore in my research I also decided to use observations as another method of collecting data. Hence, the next section focuses on observations as data collection method used in the study.

3.3.4.4 Observations

Observations were also done to observe the participants behaviour in their daily activities. When I conducted my observations I kept in mind the words by McMillan and Schumacher (2010) where they state that “participants’ observation enables the researcher to obtain people’s perceptions of events and processes explained in their actions, feelings, thoughts and beliefs” (p.352). I did observations after conducting interviews and what I wanted to observe was the participants’ behavior whether it was professional or not and observe them while performing their leadership roles. I observed my teacher leaders’ engagement and behaviour in the staff meetings, morning briefings and staff development sessions. The main focus was on how they

interacted with other group members in the teams in which they were involved in or they led, and how they interacted with learners they were involved with.

I used an observation schedule which is Appendix B to record my observations in the whole process. The schedule contained all the key points that I had to observe. I also had a separate journal where I recorded my personal observations to elaborate the content of the grid or schedule that I used. To ensure that I did not interfere with the participants, I decided to be a complete observer (Niewenhuis, 2007 and McMillan and Schumacher, 2010). I wanted to observe the participants at a distance and remained the researcher without interfering with them which could lead to personal bias.

To ensure trustworthiness of my observations I used an approach called member checking (Niewenhuis, 2007 and McMillan and Schumacher, 2010). I verified my understanding of what I observed with my participants. That helped me a lot because they also got the opportunity to explain their behaviour during the observations. However, observation as a data collection method has got its own limitations. Choosing to be a complete observer during my observations did not get me to be immersed in the situation but I chose it because I believed it is least obstructive. In addition, I chose to be a complete observer based on the point raised by Niewenhuis (2007) where he states “the more involved you get with the situation being observed, the higher the risk that you will become too subjectively involved and will let your biases get the better of you” (p. 86).

The participants in the research had to be studied in many different ways to understand their involvement and personal understanding of professionalism. Other useful information that was useful for the study was found in documents therefore document analysis was included as one of data collection methods of the study.

3.3.4.5 Documents

When I applied this data collection method, I only considered the documents that shed light on my area of study. The documents that I used were South African Council of Educators (S.A.C.E.) hand book and the Personnel Administrative Measures (P.A.M.). In the S.A.C.E. handbook I focused mostly on the professional ethics part of it. These documents encapsulated the required stipulations about the expected type of behaviour from the teachers. I also used internal documents in the school like minute books and staff development books containing programmes for staff development. Since two of my participants were H.O.Ds, I also used minute books from their phases. I also used the minute books for these committees which these teacher leaders led. I focused on the content of these documents. For example in the S.A.C.E. Code of Professional ethics I wanted to explore if the participants behaviour was in line with it. From the internal documents it is where several contributions and inputs by the participants were contained and that helped me to understand their involvement. I used that content to interpret their engagement and the extra mile that they went to maintain professionalism and to play leadership roles.

Being involved in the study and utilizing these different data collection methods with different participants who have rights to be protected, it was expected of me to ensure their protection. I needed to ensure them that their participation would not hurt their feelings at any point during the whole process. Therefore I had to consider some ethical measures very well to keep them satisfied and remain comfortable throughout the process to be part of the research project. Hence the next session discusses the ethical considerations for my study.

3.4. Ethical considerations

When I conducted the study I considered the point raised by McMillan and Schumacher (2010) where they state clearly that when a researcher conducts a research, it is difficult to separate research ethics from professional ethics and personal morality. I ensured that I behaved professionally as a researcher and it was also borne in mind that my participants were also entitled to protection as research participants. As human beings in South Africa who are protected by the provisions of Chapter 2 of our constitution which is the Bill of Rights, I made sure that they received ethical treatment.

I applied the principles of Durheim and Wessenaar (2001) which are autonomy, non-maleficence and beneficence. I requested the participants to fill in the consent forms before they became part of the research. According to Clarke and Dawson (1999) consent from the side of participants in any research is vital. What I did is to explain to them that their participation was voluntarily and they had a right to withdraw at any time should they feel that they were uncomfortable being part of the study. I convinced the participants that the study was not harmful to them and it was not a personal investigation that could lead them to be prosecuted at a later stage. I explained to them that their involvement in the study would be of benefit to them professionally and to the school as a whole.

Confidentiality and anonymity was ensured during the entire process. It would be noted that participants are not called by names but referred to as participants or teacher leaders and given a special code for each. Their non-identifiability and non-traceability was ensured through the use of pseudonyms in the whole process (McMillan and Schumacher, 2010). This is very important because should anything not go according to our initial agreement, that could have a negative impact on the ego and image of the participants and I might not get them in future should I conduct another study.

The collected data including transcripts and recordings will be kept in the university to avoid any unnecessary leaks which might occur and that is in line with the Data Protection Act of 1984. The participants were informed that their personal data would not be publicized without their consent and should there be a need in future, their consent will be requested. My adherence to the professional ethics and research ethics were some of the key issues that made the whole process run smoothly. Data that I collected during this period will be presented in the next coming chapter of the dissertation but what follows after this is the process of data analysis for the study.

3.5 Data analysis

Immediately after completing collecting and transcribing data I had to do data analysis. Cohen et al (2007) define qualitative data analysis as “organizing, accounting for and explaining the data in terms of the participants definition of the situation noting patterns, themes, categories and regularities” p. 461. When I approached my analysis I referred to McMillan and Schumacher (2010) concept which is inductive analysis. They refer to inductive analysis as a form of coding, categorizing and interpreting data to provide explanation of the phenomenon of interest. To analyse the data I followed a process by McMillan and Schumacher (2010) which they call General Process of Inductive Data Analysis.

The first thing that I did was to conduct data reduction. According to Miles and Huberman (1994) data reduction is the process of selecting, focusing, simplifying, abstracting and transforming the data from transcript. This is the stage where I had to familiarize myself with the data that was on my table. It is during this stage where I did the coding. Niewenhuis (2007) defines coding as dividing the data into meaningful analytic units. This is the stage which enabled me as a researcher to group words that carried the same idea. After coding I then established themes through considering those concepts or topics that carried more or less the same idea by grouping them together. This is the step where I categorized my concepts. This

process made interpreting data much easier. Niewenhuis (2007) advises that when a researcher interprets the analysed data, s/he searches for emerging patterns, associations, concepts and explanations in the data and that is how I did it to come up with meaningful data that anyone who did not conduct this study can read.

The quantitative data in this study that was gathered through survey questionnaires was analysed using the Statistical Package for Social Sciences (S.P.S.S.). The findings from the analysis were also used during data analysis stage in the study. Where it had to be used the response from participants was linked to the findings in the survey to make sense of the link and relationship between individualism and collectivism in the school. However, sifting was done because the results of the survey became a very long report after it was analysed through the S.P.S.S. To explore the zones where the participants played their leadership roles and the roles that they played, a model by Grant (2008) was used. This is the model which she calls Zones and Roles model for understanding teacher leadership in schools. The model is attached as Appendix E in the dissertation.

This section has discussed the data analysis process in the study which is the process that produced the data. In order for this data to be produced, trustworthiness had to be ensured. Hence the next section focuses on trustworthiness of the study.

3.6 Trustworthiness of the study.

Assessing trustworthiness is the key test of a researcher's data analysis findings and conclusions (Niewenhuis, 2007). McMillan and Schumacher (2010) suggest many possible strategies of enhancing trustworthiness. The first strategy that they suggest is prolonged and persistent fieldwork. This is where a researcher collects data over a lengthy period of time. In my study, I spent 4 months collecting data and that provided opportunities for interim data analysis,

preliminary comparisons and correlation to refine ideas to ensure that they match with participants' reality.

In the study, I also used several data collection methods as mentioned earlier in this chapter. This allowed me to compare the different findings through these different data collection methods. Multi methods strategies permit crystallisation of data across inquiry techniques (Cohen et al 2007). I also allowed the participants to verify the raw data during the process which McMillan and Schumacher (2010) refer to as member checking. This gave the participants the opportunity to check if what I had transcribed was exactly what they meant during the initial data collection stage. The raw data that my participants had to verify was contained in transcripts that I had obtained from tapes. Tape recording was one of the strategies used to ensure trustworthiness of the study.

In most cases I also applied what McMillan and Schumacher (2010) refer to as using participant's language and verbatim account. In this study I used direct quotations from the transcribed documents and those were the exact words of the participants. This will be noticed in the next chapter which is about data analysis. I also considered Niewenhuis (2007) emphasis about using direct quotations. He insists that they must be carefully chosen. I made sure that I used them for a certain valid and fruitful reason in the analysis and not for lengthening the chapter. I made sure that I used what added value to the study.

This section has covered some areas that I considered to ensure trustworthiness of the study. Trustworthiness is one of the key issues that make the reader trust a researcher's findings and conclusions in the study. However, in this study there were also some limitations and the next section will discuss the limitations of the study.

3.7 Limitations of the study.

3.7.1 My position in the school

I understand that being a researcher in the school where I am teaching, and me also being the head, might have impacted negatively. It is noted that as a researcher in the school where one is working, that could make me to engage in the research with previously acquired knowledge in mind. What I did is that I ensured that I avoided considering any information that I could have before engaging myself in the research process. I only focused on the data that I gathered during the research process. I set measures for myself to control bias that could influence negatively on the study.

I also understand that working with people who knew that at that period of time they were participants of a certain project could make them change their behaviour. However, I can confidently say that I managed to run the process smoothly. Being the insider and having my participants closer made me able to see things that an outsider could not pick easily. My being in my own school made me collect all the relevant data that I needed for the study. Moreover, as an educator who had become a researcher, I did not have to move out of the school to go somewhere else and conduct research during teaching and learning time which could make me leave the learners unattended to. For me, on that point I believe I maintained professionalism because I stayed engaged and in contact with my school, my staff and the learners. It was going to be unfair and unprofessional to learners and my career to conduct my studies at the expense of their time.

3.7.2 Non-generalisability

In this study I used one school in a specific area. In the school, a very small number of participants were used. For that reason I cannot say the findings are for all the schools in that

area but it is for that particular case that I studied and those five participants who are my unit of analysis. Niewenhuis (2007) concludes by saying that in the case study the focus is on what is unique about individuals, group, situation or an issue. He further claims that the goal of the researcher is to seek insight into participants' perspectives, experience, attitudes and behaviours in that particular case.

3.8 Conclusion

This chapter has focused on the methodology that was used to conduct this case study. In this case study questionnaires, individual interviews, focus group interviews, observations and document analysis were used as methods for collecting data. The General Process of Inductive Data Analysis has been used to analyse data in this case. Crystalisation, direct quotation and mechanical data recording have been used as forms of ensuring trustworthiness in the study. Limitations of the study have also been put up front. The data analysis of the data collected as explained in this chapter is then presented in the next chapter which is Chapter 4.

CHAPTER 4

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

It is in this section where I introduce my participants to the readers. I explain their involvement in respect of leadership roles played and their personal understanding of profession and professionalism. The main focus on leadership is on roles within and beyond the school, either in the whole school community or in other structures of the Department of Education. This is made visible by considering each participant's personal attributes. It is here where my audience is able to identify the similarities and differences amongst the participants. The second section of the chapter then moves further to discuss the participants' understanding of professionalism. This is done through identifying the emerging themes in the findings constructed through interpretation of the data. The next section focuses on the factors that enhance or inhibit teacher leadership and professionalism as per findings during the data collection phase.

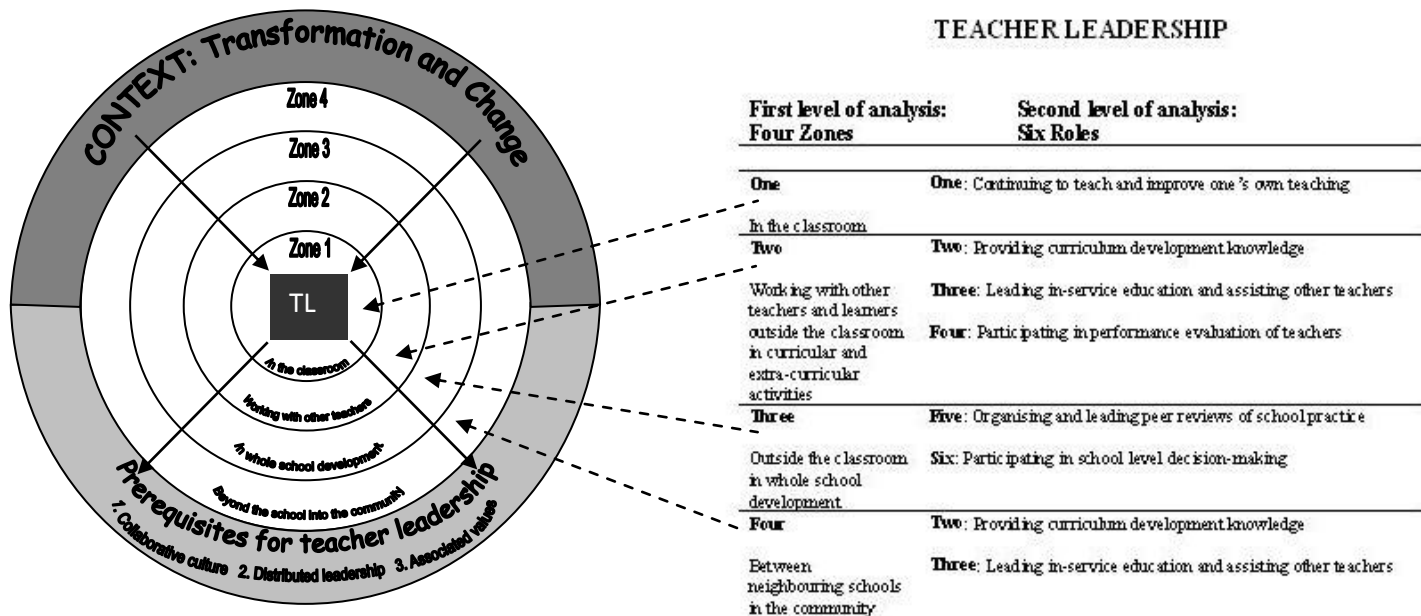
The findings based on the roles of teacher leadership are presented using zones and roles adapted from Grant's (2008, b) model of understanding teacher leadership roles in South Africa. The model has four different zones where a teacher leader plays his/her leadership roles. Each zone is aligned with a role or roles that a teacher leader performs in it. In zone one of the model, Understanding Leadership in South Africa, which is the classroom, it is believed that a teacher leader has a role of continuing to teach and improve his/her own teaching. In zone two which is whereby a teacher leader works with other teachers and learners outside the classroom in curricular and extra-curricular activities. There are three roles aligned to this zone. In zone two a teacher leader has a role of providing curriculum development knowledge within the school. S/he also leads in-service education and assists other teachers. S/he is also expected to participate in performance evaluation of other teachers within the school. Zone three focuses on a teacher outside the classroom in whole school development. In this zone, a teacher leader is involved in

organizing and leading peer reviews of school practice and participates in school level decision-making. In zone four a teacher leader plays leadership roles among neighbouring schools in the community. The roles that can be played in this zone can be providing curriculum development knowledge and leading in-service education and assisting other teachers. The zones and roles are clearly illustrated in the following figure by Grant (2008,b).

TEACHER LEADERSHIP IN ACTION

ZONES AND ROLES MODEL OF TEACHER LEADERSHIP

(Grant, 2008, b, p. 93)



Model of understanding teacher leadership in South Africa. (Grant 2008,b)

Different acronyms are used in this chapter. It is very important for a reader to understand these acronyms and their meanings because they are used regularly in the chapter. The following tables illustrate the acronyms for the reader.

Participants

Descriptor	Acronym
Teacher Leader 1	T.L.1
Teacher leader 2	T.L. 2
Teacher leader 3	T.L. 3
Teacher Leader 4	T.L. 4
Teacher Leader 5	T.L. 5

Acronyms used for data collection methods

Method	Acronyms
Individual interview	I.I.
Focus Group Interview	F.G.I.
Questionnaires	Q.
Observations	O.
Document Analysis	D.A.

4.2 Research site for the study.

The study site was a primary school in Springvale which is a deep rural area under Ubuhlebezwe Local Municipality in Ixopo. It had an enrolment of 640 during the time of study. The school offers Grade R to Grade 7. There were 19 educators in the school. Three of the educators during the time of research were newly appointed and still occupied temporary posts. The formal management structure of the school which is the School Management Team (S.M.T.) consisted of a male Principal, a male Deputy Principal (D.P.) and three female Heads of Department (H.O.D.). All those formal education post holders were permanently appointed in these posts. There were 14 post level one educators in the school who did not hold any formal leadership positions in the school. Besides the teaching staff in the school, there was also other non-teaching sector in the school which included the administration clerk and the groundsman who was responsible for the maintenance of the school premises. In addition to this, the school had two food handlers who prepared meals for learners in the school. These two food handlers were not state paid but paid by the service provider who provided food for National School Nutrition Programme (N.S.N.P.). In the school there were two Grade R classes and therefore it had two Grade R practitioners who were not part of the school Post Provisioning Norm (P.P.N.).

The school is a section 21 school. It is a No Fee paying school and it only relies on the funding from the Department of Education (D.O.E.). The school has got many extra mural activities that take place in the school like Soul Buddies, sports consisting of different codes, cultural activities and music. The presence of these activities creates a platform for many educators to involve themselves in informal leadership roles in the school.

To gain access to the school was not a problem because I was also part of the school as one of the employees. The main thing that was important for me was to convince the educators about my research. I made sure that I convinced the teachers that this was not a commission of enquiry of any nature. Another important thing I did was to assure the teachers that my work as a

researcher would not affect their work as teachers practicing in the school. My aim in the school was to conduct research that would provide me with rich data therefore I had to make sure that I get the suitable people who would be my research participants. The next section focuses on each individual participant of the study.

4.3 My five teacher leaders

In this sub section I present my five teacher leaders by discussing their personal attributes as well as their involvement in leadership roles. I do this with the purpose of highlighting to the reader the skills and the knowledge that each participant had.

4.3.1. Teacher leader 1: An enthusiastic versatile teacher

Teacher leader1 is an African female, age 49 during the time of this study. She was in possession of a Junior Primary Teachers' Diploma (J.P.T.D.) and a Higher Diploma in Education (H.D.E.). She has been teaching for 20 years in the same school. During the time of study she taught IsiZulu in Grade 7 and Arts and Culture in Grade 6. She was a member of the South African Democratic Teachers' Union (S.A.D.T.U.). She is a single mother and has two children, a son and a daughter. She is a versatile someone with a lot of involvement in school activities. She played leadership roles in many tasks within the school and she was also involved in many committees in the school where her contributions could not go unnoticed even by other teachers in the school.

Within the school she is co-ordinator of the cultural activities where there are different teams performing different traditional activities. She is also the netball coach in the school. She is also the Soul Buddies co-ordinator which is a task that engages her in facilitating the prescribed

programmes for Soul City. Soul City sends the programmes that they want learners to engage in either as a project or a research. They expect the school to forward their findings after the whole process and that is what T.L.1 co-ordinates. She is also the Deputy- Chairperson of the School Health Promoting Committee. She is also responsible for the school garden project which is beneficial to the learners in the National School Nutrition Project (N.S.N.P.). She is also involved in leadership roles outside the school where she is involved in the Ward Cultural Activities Committee and she is also IsiZulu co-ordinator at cluster level which is Springvale Cluster. T.L.1 showed to be a very committed, passionate and responsible person whenever she is given a task to perform. I move on to introduce T.L. 2 who is the sports convenor in the school.

4.3.2. Teacher leader 2: Sports convenor

Teacher leader 2 was an African male, age 48 during the time of study. He possessed the Senior Primary Teachers' Diploma (S.P.T.D.) and Advanced Certificate in Education (A.C.E.) specializing in Natural Sciences. At the time of study he only had 12 years teaching experience. He was a member of the South African Democratic Teachers' Union (S.A.D.T.U.). He was married and had four children. He was a sports convenor at the school. This is the role that included coaching and the organization of sporting activities. He also served in many other committees in the school where other teachers and School Governing Body (S.G.B.) always felt that he would contribute positively.

T.L. 2 has other commitments in the school besides being the sports convenor. When Outcomes Based Education (O.B.E.) was introduced, he was one of those teachers who were trained to be master trainers of teachers in the Ixopo Education Circuit. Within the school, his involvement extends to Integrated Quality Management Systems (I.Q.M.S.) where he serves in a number of Developmental Support Groups (D.S.G.) as a peer to colleagues. T.L.2 appeared to be very responsible and dedicated in all the roles assigned to him. He was very passionate about work

and he was a very good team leader of the teams that he led. I then move on to introduce T.L.3 who is a Head of Department but also engaged in informal leadership.

4.3.3. A multi tasked formal leader

Teacher leader 3 was an African female who was 49 years old at the time of study. She had a Junior Primary Teachers' Diploma and Higher Diploma in Education. She had 21 years experience as a teacher. She was also a Head of Department (H.O.D.) for the Intermediate Phase and she led nine teachers in her phase. She is very passionate about teaching and she insisted that she had liked it from her young age. Despite being the H.O.D. she also taught Mathematics in Grade 6. She is a member of the South African Democratic Teachers' Union (S.A.D.T.U.). She is a widow and is responsible for all her household responsibilities. I chose her because of her zeal towards her career and love for her job.

She had a string of leadership roles in the school despite being the H.O.D. She was the Chairperson of the fundraising committee where she handled all the fundraising programmes in the school. She was also I.Q.M.S co-ordinator in the school and this is a role that requires a focused person because it has got some plans and deadlines that have to be adhered to. She was the one who ensured the smooth running of I.Q.M.S in the school and ensured that all relevant documentation reached the District Office timeously. She was also the Chairperson of the Discipline Safety and Security Committee (D.S.S.C.) in the school. In this role she interacts with different stakeholders to ensure safety and security in the school. She was also the chairperson of the School Health Promoting School Committee where she worked with other committee members to promote healthy living in the school. She was also the school co-ordinator for Mathematics. This is a task where she involved all Mathematics teachers in the school and discussed important issues about Mathematics. All these roles were effective because of her behaviour and modelling as both a formal leader and a teacher leader. The next section introduces T.L. 4, the co-ordinator of the Soul Buddies.

4.3.4. Co-ordinator of the Soul Buddies Club

Teacher Leader 4 was an African female who was 38 years old during the time of study. She had a Junior Primary Teachers' Diploma and was doing Advance Certificate in Education, specializing in School Library Development during the time of study. She is S.A.D.T.U. member. She is married and has four children. She had not spent a long time in her current school and had come from another primary school where she was declared as surplus and the Department of Education placed her in this new school. During the time of study she taught Grade 2 in the Foundation Phase. She was a very kind and loving person and above all she had very good communication skills.

T.L.4 was involved in a number of leadership roles in the school. She was the co-ordinator of the Soul Buddies Club in the school. In this role, she is the one who collected all the information from Soul City which the main sponsor of the Soul Buddies. She then co-ordinated all the projects that Soul City expected the school to run. She compiled reports to be forwarded back to Soul City. She was also a Deputy-Chairperson of the school fundraising committee and was also a member of the School Development Team (S.D.T.). My observation was that she was a multi talented person and she could adapt easily to any situation that she came across. The next section introduces T.L. 5, an inclusive education co-ordinator in the school.

4.3.5 An inclusive education co-ordinator in the school

Teacher leader 5 was an African female, age 46, during the time of study. She had the J.P.T.D. and an H.D.E. During the time of study, she was busy with her last module of her Bachelor of Education Honours Degree. She had 18 years teaching experience. She was an H.O.D. for the Foundation Phase and taught Grade 2. She had twelve teachers in the Department that she led.

She is a member of the National Teachers' Union (N.A.T.U.). She was married and has 5 children and her husband was a Superintendent of Education Management (S.E.M.). In the school, she has many leadership roles that she plays.

Despite being the class teacher and an H.O.D., she was also involved in co-ordinating Inclusive Education in the school. In this role she works with learners with learning disabilities and also learners who are physically and mentally challenged. She leads the team which does screening, identification and internal assessment of these learners. She is the Chairperson of the Institutional Learner Support Team (I.L.S.T.) This is a structure that designs internal programmes for learners with learning barriers. This team also does referral of learners with barriers to the District Learner Support Team (D.L.S.T.) in the District Office. Therefore this position allowed T.L. 5 to mediate between the school and the District Office. T.L. 5 appeared to be passionate about her work as a teacher and was loving, kind and accommodating. These are the qualities that are needed from an inclusive education teacher.

These five selected participants are the main people who provided me with data for the research. As a researcher, I used my different data collection methods, utilising them to gather data for the whole study. The following findings and analysis are based on the data that was collected from these five teacher leaders with different attributes described above.

4. 4 HOW DO TEACHERS UNDERSTAND PROFESSIONALISM ?:

COMMON THEMES

4.4.1 Training and development

4.4.1.1 Initial teacher training

The data collected from all the five participants revealed that they strongly believed that in order for someone to become a professional s/he has to go through formal training in the university or any teacher training institution. The five participants believed that in the training institutions, teachers are provided with relevant skills and knowledge to be used throughout in their career. They agreed that in these institutions they are provided with strategies and methods to use in the teaching profession. These five teacher leaders believe that it is when a person is going through training s/he becomes acquainted with the accepted behaviour in his/her profession.

In my study, the participants were given an opportunity to express their personal views about teaching. What they were asked to reveal is their personal views whether they believed teaching is a profession or not. Across all the five participants, the findings were that they believed it is a profession. All five participants agreed that before a teacher becomes a teacher he has to be trained either in the university or in the teacher training college. All of them agreed that in these training institutions a trainee gets initiated into the profession which s/he wants to be part of. During the individual interview this is what T.L.2 said to explain the necessity of going through training:

“You cannot simply be a teacher having not gone under certain training, the people that you will be teaching rely on you as a source of information and they also need your integrity and love to learn effectively in the school. Therefore as an interested person you are forced to go through training in order to acquire the necessary skills to be utilized throughout your profession” (I.I, p. 1)

Teacher Leader 2, the sports convenor had the very same idea in mind about the importance of initial training before someone joins the teaching profession. This is what he said to express his view about it:

“Teaching is a profession because you cannot just go for teaching without going to the university or college in order to study deeply about teaching learners at school. At the college it is where you learn all the methods of teaching and get some techniques of bringing the child into adulthood. At the college it is where you get the relevant skills and knowledge. I gained the skills at the college. Talking on its own is a skill that needs to be developed at the college and you are taught how to handle the child”. (I.I. p. 1)

The views of these different participants were realistic because when I looked at their personal files I discovered that all these participants have been to training colleges before they became teachers. During the focus group interview T.L. 4 raised a very strong point when he said in the college one is equipped with the skills and techniques to be used in one’s profession. After that a person goes to the school where s/he applies all the theory and techniques acquired in the college. It is at this stage where theory is brought into practice. The importance of initial training was a strong point among all the five participants as a major entrance requirement for professionalism. However, they also believed that a person who has joined the profession does not need to relax once s/he is in the profession and they believe that continuous training is important. Hence the next section focuses on the importance of further training for professionalism.

4.4.1.2 Continuous Professional Development

4.4.1.2.1 Upgrading qualifications

The study revealed that for these participants it is important for a teacher in the teaching profession to upgrade his/her qualification. These teachers believed that if teachers upgrade qualifications, they acquire new skills that they will use in their practice as teachers in the school. They strongly believe that the skills and knowledge that one receives during the initial training becomes stale and outdated and it needs to be upgraded to meet the ever changing demands. T.L. 1 made a very strong point during the focus group interview when she highlighted that in the training colleges teachers are only given the basic knowledge to apply in the schools where they will be appointed in the future. She emphasized the importance of teachers going the extra mile focusing on their specialization fields in schools, and considering upgrading on those areas of focus. This was evident in the study because most of these five participants upgraded their qualifications in the areas and subjects that they focus on at school. T.L. 1 had an A.C.E. in Life Orientation and she is teaching Life orientation in the school and T.L. 2, the sports convener, teaches Natural Sciences in the school and he had an A.C.E. in Natural Sciences during the time of study. T.L. 4 is responsible for the school library and she had an A.C.E. where she specialized in School Library Development and T.L. 5 the H.O.D. was busy with her B Ed Honours specializing in Educational Management. This is what T.L. 4 said to explain the importance of further studies if you are a teacher:

“It is very difficult for a teacher who does not take her studies further. She keeps on using the very old knowledge and skills that she acquired in the teacher training college. She does not even bother whether it is still valid or not. This teacher is not exposed to the current issues about the changes in the curriculum because she is not engaged in any educational institution that might bring that to her attention. It is those teachers who give us a problem when we have to implement change because they resist and only believe in the knowledge and skills that they obtained from the college 30 years ago” (I.I. p1).

This is a very strong statement that she made and it is packed with issues that affect professionalism. She strongly believes that in order for teachers to be good teachers they need to have current and valid knowledge to utilize in their daily practice. The participants believed that when a teacher is engaged in furthering his/her studies, s/he gets opportunities to meet other people and learn new things from them that will improve his /her work performance.

All the participants agreed that when teachers upgrade their qualifications, they develop intellectually and develop their self esteem and confidence in many aspects. One of the participants, T.L. 4 made a very important point about the delivery mode used in the institution where she does her A.C.E. and this is what she said:

“In the institution where I am doing my ACE, we are given some tasks to read, analyse and do presentations about those readings. When we present, other students are also given opportunities to evaluate and comment about your presentation. From the other student’s comments you then develop yourself. Because of that delivery mode we develop a very high degree of confidence and we get motivated. It is very difficult for me to forget something that I have read, presented and been evaluated on, done by other colleagues” (I.I. p. 2).

The data reveals that the teachers believe that when a teacher engages in upgrading s/he grows professionally in terms of confidence, skills, communication and even in terms of behaviour that he demonstrates. He gets the opportunity to fraternize with the people speaks the same language, which is people who are also studying. Internally in the school, the teachers who are studying in different institutions discuss different things that they learn from their different institutions. That results in teachers who are studying to learn from each other because of the information and ideas that they share. This was also supported by T.L. 1 during the focus group interview and this is what she said when she explained the way she embraces the importance of upgrading:

“When I went to the college there was very little that I could do on my own because of my background. I stayed there for three years and went to work. At work I realized that the knowledge that I had could not help me completely, everything was new to me in the workplace. My background had a very negative impact to my education because in the schools that I attended I was not exposed to many things. I then decided to go and do my Further Diploma in Education and I met a lot of people with the same problem that I had. We shared our experiences as new teachers in the field. That really helped me to grow professionally in my teaching career” (F.G.I .p.2).

The point that she made affected all my participants and I could observe that. When she presented this case all of them nodded to indicate that they were interested and supported what she said. A lot of issues came up informally during the focus group interview. They started discussing their personal experiences when they joined the profession and when they upgraded their qualifications. It was like everyone wanted to have a word in so far as their experience of upgrading the qualification is concerned. The positive benefits of enrolling at different higher educational institutions were observed here. Being concerned for not being exposed to many facilities such as computers and libraries because of home background, this is what T.L. 4 stated to support the point raised by T.L. 1:

“In the secondary school where I did my secondary education, we did not have computers because it is a school in the deep rural area. When I went to the college, we were not exposed to computers and I ended up finishing my initial teacher training without having touched a computer. It was only when I went to UKZN for my ACE in School Library Development I was exposed to computers, just imagine at that time I was an old teacher but who was computer illiterate” (F.G.I. p. 4).

Considering all issues, benefits and other related aspects raised by the five participants in the study in as far as upgrading qualifications is concerned, I can claim that all of them regarded it as an important prerequisite in the profession. They were so passionate about it and that was portrayed by their individual enrolment in different institutions. They all believed that a person in the profession cannot rely only on the skills and knowledge obtained from the college. That knowledge needs to be upgraded and developed for the enrichment of personal skills and for the benefit of learners who are the main beneficiaries in the school. All five participants strongly believed that, upgrading one's qualification has got some great positive contributions on one's professionalism and to the entire profession at large. The next section discusses findings about short courses and other workshops organized and their impact on professionalism.

4.4.1.2.2 Short courses and workshops organized by the Department of Education (D.O.E.).

The issue of the importance of short courses and the workshops organized by the Department of Education was also highlighted and raised by all the five participants. The five participants agreed that these workshops help them to acquire new knowledge to be utilized in their practice as teachers. These workshops also make them remain updated with the current changes in the department in as far as the curriculum implementation is concerned, which is the core business in the school. All the participants agreed that these workshops are developmental to teachers in schools as long as the teachers have got a positive attitude towards them.

T. L. 1 was very delighted when she expressed her view about the importance of workshops that are organized by the D.O.E., this is what she said:

“The workshops are very good in supplementing what you have already gained from the college and in our profession there are so many changes that are happening, for instance while I was still in the college , I used to use the syllabus as a guide to my teaching, now there are so many changes. OBE, NCS, RNCS and I here that there is NCAPS coming. These workshops help us a lot to adapt ourselves with the new styles of teaching” (I.I. p.1)

For these teachers these workshops served as their developmental gatherings to go through the changes that the Department introduces ever so often. When something new is introduced in the department, the workshops help them to learn how that new approach or matter should be implemented or handled. The different teachers are grouped together in a common venue to be trained and equipped on how to approach that particular change. In these workshops they believe that they get the opportunities to help each other to cope with change. It should be considered that change comes with a lot of complications and confusions. What causes all these complications and confusions is that at this point people change from what they know to something else that is new to them. In these workshops they deal with the fear of the unknown amongst them. Effective learning takes place when people share ideas and discuss all other related issues about that particular matter. These five participants strongly believed that staying updated and moving with changes is one of the contributing factors to professionalism. What I observed that makes them accept change is the attitude that they have towards all the changes that the D.O.E. comes up with regularly. They all had a positive attitude towards the changes and believed that whatever the D.O.E. is doing it does for the benefit of the learners who are the main beneficiaries in the school. This is what T.L. 4 said regarding the importance of workshops organised by the D.O.E.:

“the workshops are very important, I remember the time when O.B.E. was introduced. We were all lost and we really had a fear of what was coming. We were even concerned about the terminology. After we went for workshops that the D.O.E organised, we then started to understand what was expected of us as teachers” (F.G.I. p.4)

This is what T.L.2 said regarding the importance of workshops:

“it is the same story as we hear that NCAPS is coming next year. We will be changing from what we are familiar with to something that we do not know. I believe that the department will train us

in order to cope with the change. It is very difficult to do something that you are not sure of. You end up doing what you think is right” (F.G.I. p.5).

The data revealed that these participants also support the importance of internal workshops which are organized within the school because they make them grow professionally. They believed that these workshops help them to grasp those things that they could not grasp during the workshops that they had attended outside the school. It gives the teachers enough opportunity without time pressure to dwell on, discuss and share ideas about that particular new matter of focus. When these workshops are organized in the school, usually there is one person who will be running that workshop and normally is the person with the ability and has been recognized or volunteered to do so. This is one of the ways of improving visibility of individuals through teacher leadership in the schools. According to Grant’s (2008 b) model of teacher leadership in schools, this teacher is in Zone 2 because s/he is working with other teachers outside the classroom in curricular matters and she is providing curriculum development knowledge which is Role 2. This teacher is also involved in leading the in-service education and assisting other teachers which is Role 3. Therefore these workshops have a string of benefits for teachers in schools, in that they develop their knowledge of teaching and they help them to be able to go through the transformation process freely. In addition, they give them the opportunities of teacher leadership within the school. Above all, the school becomes a school that consists of people who have a passion and a clear direction of what they are doing and for these participants this portrays professionalism. T.L.1 expressed herself like this to support the above information:

“when we are called for workshops organised by the D.O.E. we spend one day or two. We cannot grasp everything within two days. Therefore we need to come back to school and get someone amongst us whom we believe has grasped the content of the workshop, we must let that person workshop us. In that manner we also share ideas together and we grow” (F.G.I.p.5)

Furthermore, these workshops by the D.O.E. are one of the ways in which the teachers become involved in working and assisting teachers from other schools. This was evident in T.L. 2, the sports convenor’s record of being the OBE facilitator when it was introduced. In this role he was

trained as a trainer at the circuit level and he had to come back and train other teachers at a circuit and ward level. This is an activity that got him to be involved in Zone 4 because he worked among the neighbouring schools in the community and he played Role 2 which is providing curriculum development knowledge for those teachers and Role 3 because of his leadership of that in-service education and assisting other teachers. He was so excited about that opportunity the department gave him and this is what he said to express his feelings:

“Being an OBE facilitator developed me a lot , I came back with a lot of information, it developed me to stand in front of teachers and tell them what to do, I really looked at myself as a superman for my colleagues because I had the first hand information and that was interesting to me” (I.I. p.2).

T.L. 1 is also involved in co-ordinating IsiZulu language at a cluster level. She communicates directly with the Senior Education Specialist (S.E.S.) at the District Office and disseminates all the information to other teachers. She is also involved in the same zones and same roles as T.L.

2. This type of attitude and behaviour from these teachers made me realize that they acknowledge that in their career they need to go the extra mile. This teacher was not employed to train other teachers but was just appointed to play this role and he accepted it. Whilst performing this, s/he develops a very deep love for what s/he is doing and this behaviour is in line with the typology of professionalism which is extended professionalism. (Hoyle, 1980).

There was evidence of these teachers' involvements in workshops. They showed me the invitation circulars to those workshops and the workshop registers where they recorded all the workshops that they had attended. Files with minute books, agendas and invitations to internal workshops were also evident. This was checked when document analysis was done as one of the data collection methods in the study. The next section discusses the participants' understanding of behaviour related to professionalism.

4.4.2 Professional behaviour by teachers

Professional behaviour was one of the dominating factors that were central in the teachers' understanding of professionalism. The five participants had a lot of different approaches that they used to distinguish between the accepted and unaccepted behaviour in the school. What was noted is that each pattern of behaviour in the school by anybody has an impact, either positive or negative on the school.

4.4.2.1 Professional relationship with major stakeholders.

Good communication in the school was noted to be a very important aspect for the school functionality or effectiveness. All five teacher leaders agreed that in schools teachers need to have good communication skills. They substantiated their view by claiming that it is words that unite the people in the organisation and also it is words that divide. Good communication with people from different levels was a key point raised by all five teacher leaders. All agreed that the approach that a teacher uses on adults should be the very same approach that is used over learners and that must not change based on age of a particular group spoken to at that moment. When T.L.1 expressed her point about this she said: *"In the school I have to treat everyone equally but not forgetting to respect the S.M.T."* (I.I.p.4). The major point raised here is that teachers believe that even though a person ensures equality, it should be borne in mind that everything must be guided by principles of respect.

The data revealed that natural justice prevailed as one of the key factors for professionalism across the five teacher leaders. The behaviour that was observed during the observations served as evidence for this. This behaviour was also observed through the ways these teacher leaders communicated with other teachers and learners and the way they treated learners. This is what T.L. 3 said politely but explicitly when she expressed herself in this regard:

“You must treat learners and teachers equally. I apply the rules of natural justice and that is how I lead my phase. If someone does not understand something or does not see eye to eye with another person they must sit down and talk about that and solve the problem” (I.I.p.2)

T.L.3, a participant who was also an H.O.D in the intermediate phase was involved in both formal and informal leadership in the school. In the above quotation she shared the experiences that she had in her phase. She acknowledged that because of many people with different perspectives and dimensions coming together there will be some clashes. She believed that in order to deal with the conflict effectively as a leader, both sides should be heard and the consensus should be reached. The issue of allowing people to have their voices heard in the school was also observed during the individual interview with T.L. 5 who is an LSEN educator in the school. One learner who is mentally challenged demanded to talk to her during the individual interview and we really had to pause because she wanted to be heard and the teacher attended to her and we proceeded after she had finished with the learner.

The five teacher leaders always mentioned the professional ethics and behaviour when they spoke. When I asked them to elaborate on these ethics they mentioned that natural justice also has to do with respect, love and caring for each other. They asserted that the teachers need to have these characteristics in order to be regarded as good teachers in the school. For these five teacher leaders, being conscious of ethical matters, was one of the important characteristics that make teachers a good professionals.

4.4.2.2 Personal attributes

The study revealed that the five teacher leaders believed that teacher should go the extra mile in the profession by providing the pastoral role over the learners in the school. Among all five

participants the welfare of the learners that they teach was their main concern. They hinted that it is very difficult to teach a learner who has some barriers or social problems in life. One of the ways to address these challenges is to go the extra mile as a teacher and help this learner with the barriers s/he has in life. Interventions by teachers were very important for these teacher leaders. T.L. 1, the versatile teacher leader had a very interesting story which she shared to explain the role she has played in a case of this nature and this is what she said:

“I once had a child in my class, she was in Grade 2, that learner always came late to school without the writing material. I communicated with the parent and I found that she had a problem, it was a social problem. I intervened and I am very happy because the child is now in Grade 6 and she is now a very good learner. She attends school regularly and I feel I played a part in that child’s life. I even took that child to my home, I gave her some clothes. I used to provide her with some lunch, fruit and so on while she was in Grade 2 class” (I.I. p. 1).

This is an indication of the extra role that the teachers take on in their profession for the benefit of the learners who are the main beneficiaries in the school. The teachers extend their roles and they do not restrict themselves or become what Hoyle (1980) calls a restricted professional.

T.L.3, a participant who is an H.O.D. further extended the pastoral role to her position as an H.O.D. and during the individual interview this is what she said:

“As an H.O.D I am working with people who are adults. These people have their own families which sometimes give them hard time. Some are mothers who are widows like myself. I expect that sometimes they will come to work with their personal problems. My role as their immediate supervisor is to assist them emotionally in whatever way I can because at the end of the day I need their services. How can I expect them to perform when they are depressed”? (I.I.p. 3)

T.L. 3 believed that trying to understand and assisting the teachers with the problems that they have would inspire and motivate them to perform. Taking care of the welfare of learners and

teachers is one of the ways that teachers can demonstrate and portray professionalism. This is one of the ways of strengthening fellowship in the school.

Performing the teaching job with dedication, fully, honestly and with love was also a characteristic that prevailed across the five participants. Many discussions came up during the interviews around ways of doing the teaching job. They believed that teachers must make sure that learners are taught fully, the correct content and according to the current policies. What the data revealed was that they worked with full commitment and could do anything for the benefit of learners with regards to the curriculum. When I asked them about the industrial action that took place in 2010 across the country particularly their plans of filling the lost time I had different responses that indicated their dissatisfaction and all reflected that they loved their work and were totally against 2010 industrial action.

4.4.2.3 Personal skills and management

The study revealed that teachers in school did not only focus on the roles prescribed as per their job description in the Personnel Administration Measures (P.A.M.) document. In the study, I had some participants who were playing both formal and informal leadership roles in the school. As mentioned earlier before, amongst the five participants that were in the study, two of them were H.O.Ds, one for the Foundation Phase and one for the Intermediate Phase. Their personal attributes and involvement in leadership made me recognize them as people who could provide me with rich data for the research. This is a reflection and evidence of preparedness from teachers to perform their roles fully and take additional roles in their profession. These two teachers could easily claim that they could not involve themselves in extra roles of informal leadership because they were already loaded with formal leadership roles. Regarding this point, this is what T.L.3 said during the individual interview:

“I lead by example, I really need to involve myself in extra roles so that the teachers that I lead will see that I also do extra work besides being the H.O.D. (I.I.p.3)

T.L.5, the Foundation Phase H.O.D also had the same view regarding this matter and this is how she expressed herself:

“sometimes as an H.O.D. I feel that I am overloaded but I do not let that block my way because I want my teachers to see that I am fully committed. I believe that that inspires them to work with full commitment. I must be a good example to them in order for our phase to move forward” (I.I.p.4).

The H.O.Ds involved in the study led their departments in a very professional way. Collegiality, respect, democracy and informed decision making prevailed in their departments. All these characteristics were visible in their departments because of these formal leaders' leadership style. The main guiding principle that prevailed in their leadership was equality amongst all the people concerned. To ensure effective management of human resources in their departments, they ensured that both teachers and learners were treated equally. This was evident and seen in the minute books where they had minutes of meetings with an agenda with one of the items being respect and tolerance. When I asked them to elaborate on the item, they insisted that they do it more often to remind each other about the importance of respect and tolerance in the school. These formal leaders really led the Departments showing respect to both learners and teachers in the school. It was this respect that is promoted that resulted in equality for everybody in the school. T.L. 3 said:

“I apply the rules of natural justice in my leadership. I made sure that everyone is heard and all people are treated equally. Whenever there are conflicts, we sit down and resolve them professionally and I make sure that everyone is happy.” (I.I.p.4)

T.L.5, had this to say:

“as an H.O.D. I make sure that the people that I lead feel the warmth of a leader. I make sure that the doors of communication are opened to everyone. I treat them like my brothers and sisters but we make sure that maintain the high standard of working together” (I.I.p.4)

The data revealed that the teachers who were holding formal leadership positions in the school did as much as they could to groom the new entrants in the teaching profession. These veterans who have been in the D.O.E. believed in helping these new teachers in the department. This is what T.L. 5 said to explain the role that she plays to develop the new teachers in her Department;

“I also do mentoring to newly appointed educators because now we know that most teachers are not well trained, some don’t even have skills or methods of teaching, they are just taken from the Universities of Technology and because of the scarcity of teachers they are used. I offer them mentoring and I familiarize them with the school context” (I.I.p.1).

In addition to this, T.L. 3 another H.O.D., presented a different case in support of the role that they play as H.O.Ds and this is what she said;

“Life is very difficult for a new teacher. You find that she does not know whether she must stand in front of the class or she must stand at the back, they are so shy when they are new. This is not only with the case with those who are not trained as teachers, it also happens to those who have teaching qualifications. I take them to the classroom where I’ll be teaching and I allow them to observe and make comments, I do this just for them to get familiar with the school context” (I.I. p. 2)

This type of data portrayed the scenario and situations that the formal leaders are faced with in as far as new teachers in schools are concerned. They played a major role in assisting these new teachers to get familiar with the school context. It did not only end there, they went the extra mile trying to show them administration roles that they have to perform as class and subject

teachers. These roles require someone who is very passionate and patient because the levels of ability among individuals are different. Orientation, induction and staff development records were seen as evidence of their engagement in these roles.

4.4.3. Status of the profession

All the teachers who were in the study had agreed that teaching is a profession. They agreed that it has dignity that is to be respected. They had different opinions to describe what they understand about professionalism and particularly teaching. Most of the points that they mentioned were related to behaviour.

The data revealed that the five teacher leaders believed that a profession is a status that binds anyone who finds himself/herself enmeshed in it with some specific principles and ethics. When T.L. 1 expressed herself about her personal understanding of professionalism, this is what she said;

“Professionalism is not something that you are born with but it is something that is acquired through learning. While you are learning you are initiated with the relevant skills of that particular profession and methods to be utilized in that profession. In the institution where you are trained you are also given guidelines and ethical behaviors that you will have to respect in that chosen profession. Therefore every time you must maintain your professionalism by staying professional all the time. You remain stay professional, by performing all the tasks assigned to you and conduct yourself in an accepted manner” (F.G.I. p.1).

T.L. 2, the sports convener expressed himself in this way:

“When you are a professional you do everything professionally because you do not want to bring your profession into disrepute. If you are a teacher you must behave yourself well everywhere

you are because people always see a teacher when they see you. Nowhere you are not a teacher. It is so disappointing to see a professional behaving in a very strange way. You are even professional in a way you are teaching your learners in the school and even in the way you talk to them and even to the parents of learners” (F.G.I. p. 1)

Across the five participants it was clear that they believed that professionalism has to be maintained in order for the profession to be respected. The data revealed that there are many factors that contribute to professionalism maintenance and amongst them is dedication towards the roles assigned, good behaviour and being exemplary and having communication skills. Being ethical was one of the key factors was believed to be contributing positively to professionalism. This is in line with McMillan (1993) where he claims that “the professional practitioner is bound by a sense of ethical dimensions of the relations among professionals and clients, the public, the employing institution and fellow professionals” (p. 189).

However, the data revealed that even though the teachers believed that they need to work with full dedication and tirelessly to perform the roles assigned to them, the teacher unions impact negatively on the ways teachers believe things should be done. Teacher union meetings and marches have a negative impact on this belief of teachers. In this way the teachers believe that the status of the profession is not respected. This will be discussed fully in the next section.

4.5WHAT ARE THE FACTORS THAT ENHANCE OR HINDER TEACHER LEADERSHIP AND PROFESSIONALISM IN SCHOOLS?

In the study there have been some factors that enhanced and some that hindered teacher leadership in schools. This section is then going to focus on those factors that enhance and those that hinder teacher leadership and professionalism that were found during the study. These

factors were found during the data collection period using the different data generation instruments in the study.

4.5.1 What are the barriers to teacher leadership and professionalism in schools?

4.5.1.1 The teacher unions

The purpose of the teacher unions is to ensure that rights of teachers are protected and to see to it that they demonstrate accepted behaviour in their work place and in the public at large. These teachers pay monthly subscriptions to these unions and therefore they deserve an outstanding service from them. However, in the study there were negative findings about the roles that are played by the unions either in professional development or in their welfare as teachers.

All the participants in the study were members of teacher unions. Three members were members of the South African Democratic Teachers Union (S.A.D.T.U.) and two of them were members of the National Teachers' Union (N.A.T.U.). All five participants agreed that there is no professional development that their unions are offering to them. These five teacher leaders included the teachers who have been in the system for almost 30 years each. These findings included even these veteran teachers. I will be quoting the responses of these teacher leaders individually. The focus was on how unions are developing them professionally:

T.L. 1; *“Unfortunately my union does not help me much because everytime when we are called to the meeting we always talk about money. They only call us when they are having problems. Nothing they do to develop us professionally” (I.I.p.4).*

T.L. 2 *“since I started working I have never been invited to a meeting by a teachers’ union for professional development. The only meetings that they invite us to are meetings for elections. To be invited with purpose of professional development I would be lying” (F.G.I p.3).*

T.L. 3; *“Ayno it does not help me with anything, I have never had anything by the union but I don’t know to others. I am a member of S.A.D.T.U but esh.....since I started teaching I have never been invited to a workshop organized by my union” (I.I.p.2)*

T.L. 4 *“In terms of workshops organized by the union I have never had any workshop by my union to develop me professionally” (I.I.p.2)*

T.L.5; *“Unfortunately my union does not help me professionally, I don’t know why but it does not help me” (I.I.p.2)*

The findings based on the responses of these teacher leaders were that the unions are not doing anything to develop the teachers professionally. I believe that there is a lot that the teachers can learn in the professional development sessions by teacher unions. It is here that the unions could mould their members to be good professionals by familiarizing them with good professional ethics of their profession as well as the development of their skills. The big question is, what is it that the teachers are paying for, monthly, if they are receiving nothing in return? Are they just paying for membership only?

All the participants believed that a teacher is a professional and maintains professionalism when s/he performs all the duties assigned to him/her perfectly in a dedicated manner. However, the data in the study reflected that the unions call their meetings during teaching and learning time. The teachers were aware of time allocated to them for their union issues but their concern is that

that time should be utilized for teaching and learning for the benefit of the child rather than being spent on non-developmental activities. All the participants commented that this happens while they are in full spirit and a good mood for working. This is what T.L. 2 said to express his view about meetings of unions:

“they call us during the day and find that may be the last two periods of my contact time with my learners have been taken because I’ll have to go to attend the meeting, so that means sometime meetings clash with my contact time” (I.I.p.3).

The findings were that when these unions do not reach consensus during their negotiations they force teachers to close the schools and leave learners unattended. During this time some teachers are willing to go and teach learners but they are threatened by other members. Willing teachers were willing to fulfil their roles as teachers and this is how T.L. 2 expressed himself with regards to 2010 teachers’ industrial action:

“it was very bad to me because teaching is in my blood and I really missed my kids. It is very difficult for small children because they forget easily and because we stayed home for three consecutive weeks, it was like I am starting in the beginning of the year” (I.I.p. 4).

All five participants agreed that the 2010 government employees’ industrial action really had an impingement to their work as teachers. The industrial action was as a result of not reaching the agreement between the employer which is the D.O.E. and the teachers. All these effects by unions contradict what Kerchner and Kaufman (1995) believe to be the roles of unions. They asserted that unions’ role is to professionalize teaching however the study revealed that the unions deprofessionalised teaching.

The data in the study reflected that the teachers were not impressed about the behaviour that teachers demonstrated during the teacher industrial action. For them this behaviour was

unprofessional and unethical. All five participants expressed themselves in a very negative way about the way the teachers behaved themselves during the strike. This is what T.L.1 said when she was asked about situations where she believes that there is a clash between her professional and union identities:

“There are situations where I experience a clash between my professional and my union identities because the unions usually disturb us from classes. They call us to meetings during teaching and learning time. They even give a mandate to close schools while we are willing to go and help the learners because our main aim is to help the learners, going to the streets, jumping and insulting the officials and destroying the infrastructure is against our professional ethics” (I.I.p.4).

This is what T.L. 2 said to respond to the same question:

“Yes, it happens every time when we need some increment, during the time when the unions call us to marches outside which is against the professional ethics, where we find ourselves behaving in a very strange way on the streets. To me I would say at that point there is clash, I don’t know whether there is another way it can happen to resolve problems professionally when it comes to money” (I.I.p.3).

The data reflected that the unions push teachers to unprofessional and unethical behaviours. It has been discovered in the data that many times teachers are forced to leave the classrooms and become part of the industrial action. They do not only leave learners and participate in strikes but they go further and behave in a way that brings their profession and professionalism into disrepute.

4.5.1.2 Lack of co-operation from the principals and other teachers

The data revealed that at some stage some principals become a barrier to teacher leadership and professionalism. The findings were that sometimes principals have a negative attitude towards the activities and roles that are performed by other teachers in certain teams. These findings are grounded on the data provided by T.L. 1, based on her role as an IsiZulu cluster coordinator. She raised a very thorny issue about the behaviour of principals and this is what she said:

“I had challenges of organizing common testing this year particularly with the teachers from the high schools, the High School principals do not allow the teachers to come. When I phoned the teacher from both secondary schools, they said principals do not allow them to come. As a result one of the schools did not attend at all and one attended once because they were not allowed at their schools. I don’t know what happened with the second school because the teachers attended on the first day and on the second day they did not come. I phoned the principal, I spoke to him but the teachers did not come” (I.I.p.4) .

Common testing that was conducted by the team that T.L.1 led, became a failure because of the lack of co-operation from the principals at the High Schools. The data reflects that T.L.1 was prepared to perform her role as usual of leading the team, and was prepared to lead her team throughout the process of common testing but the principals, who are members at the top of the hierarchical school management structure hindered the process. Among these teachers who were not allowed to come to that cluster meeting, were teachers who sat in the examination committee and T.L. 1 could not perform the entire role of setting papers all by herself.

The data revealed that fear of engagement from other teachers became a problem to the teachers who are playing leadership roles. The point made was that the teacher leaders experience problems with teachers who do not support them or become members of teams tasked to do

something in the school. The concern by the teacher leaders was that sometimes they found themselves having to play several roles because of lack of human resources and participation in the teams. This is what T.L. 2, the sports convener said to explain his personal experience regarding this point:

“as a trainer I found myself playing the roles of doing coaching and administration. I train a number of teams all by myself because most of the teachers in our school insist that they don’t know anything about sports. When there has to be an outgoing match in the school, I’ll have to ensure that all the documents are forwarded timeously to the department and nobody assists me with that. That makes my work very difficult” (I.I.p.3).

The common findings were that the teacher leaders sometimes experienced lack of support from other teachers in the school. The data has revealed that even other principals do not offer full support to the roles of teacher leadership that maintains professionalism in the schools. This goes back to what the literature says about some principals where it states that some principals do not give teachers opportunities to lead.

4.5.1.3 Lack of co-operation from parents

The data also revealed that lack of co-operation from parents was another factor that hindered teacher leadership and professionalism in the school. Some of the activities that the teachers led in the school involved the learners. The problem that the teachers encountered is that the parents do not allow their children to be part of programs in the school. The major problem which is a concern for parents is that some of these roles keep learners at school even after school hours. Parents believe that that time is for them to be with children and perform household duties. T.L. 1 who is involved in Soul Buddies explained herself this way regarding this matter:

“it is very difficult for us to work with our learners in the soul buddies. Sometimes we must go and conduct home visits and assist with whatever we can. For some parents that is a problem because they do not allow their children to go and be part of that. On the other side, Soul City expects a report from me about our involvement in community related issues” (I.I.p.3)

The teachers agreed that they encounter problems when parents have to pay for their children to go for sport, excursions or any educational tours organised by the school. This hurts the teachers because it takes most of their time and energy preparing the learners and only to find at the end parents do not give children money for transport. T.L. 4, who assists in Soul Buddies stated sadly during the focus group interview;

“it is very sad to find that you have dedicated yourself to work with the learners and learners are prepared to work with you and you have already travelled a long way together but only to find when learners have to go and perform only half of the group goes and the others are not going because parents did not pay. As a teacher you go and perform with those pupils who are half of the normal group. Learners struggle to fill the gap that is opened by those other learners. It is an embarrassment and it causes a lot of tension.” (F.G.I. p.5)

Both T.L. 3 and T.L. 5 who held formal positions in the school both agreed that the parents sometimes give them a hard time when they call meetings for their phases. The turnout of parents at meetings was an issue. The H.O.D’s concern was that during the Open Days a very small number of parents attended. During this day the parents meet teachers in different classes where their children are and discuss the performance of their children. Exercises of this nature is one way in which teachers were trying to be professional by involving the parents as one of the crucial role players in education. The teachers were trying to open doors for interaction between the school and the parents but the parents have shown to be so reluctant to utilize it. T.L. 5, the H.O.D. in the Foundation Phase, stated this during the individual interview:

“I have 298 learners in my Department but during an open day last year, 2010 only 49 parents came to school” (I.I.p.3).

This was evident when I went through the attendance register for that day. Fortunately, the Intermediate Phase had one Open Day during the period when I was collecting data and I observed this. The Intermediate Phase had 200 learners during the time of study but only 40 parents came to school to meet the teachers and this really impacted negatively on professionalism. This section has discussed some barriers to professionalism and teacher leadership as per findings during the study. The next section then looks at the factors that enhanced teacher leadership and professionalism in the school.

4.5.2 What enhances teacher leadership and professionalism in schools?

4.5.2.1 The school culture

The type of culture that prevails in a school is the one which determines whether teacher leadership is enacted in the school or not. It also contributes to the nature of management and leadership which that particular institution exercises. Culture is one of the very important characteristics that people use to make claims of how things are done in the institution. In this section I will present some findings during the study in as far as the school culture is concerned. I will further consider generalizations about culture expressed by the participants during the study. Different scholars have different definitions of culture, however I have decided to use Peterson and Deal's (1998) definition and they define it as “the underground streams of norms, values, beliefs, traditions and rituals that has built up overtime as people work together, solve problems and confronts challenges” (p. 28). Another definition that I will consider is by Finnan and Levin (2000) where they define culture as encompassing belief, practices, operations and expectations of the school community. For me these definitions served as a very strong grounding for understanding institutional culture. They had some key concepts that make it easy for the reader when he puts them together to understand what is meant by school culture. I will focus on different features of culture to present my findings.

In the study, all five participants agreed that they considered their school to be a professional place of teaching and learning. They also agreed that the culture of their school encouraged them to introduce and lead new initiatives. The findings were that the five teacher leaders believed in collaboration and inclusivity in everything done in the institution. This has been evident in both formal and informal leadership roles in which the five participants were involved. Collaboration and inclusive of all levels of people found in the institution made them develop a sense of belonging to the institution. Little (1982) and Fullan and Hargreaves (1991) assert that collaborative culture in the school is very essential for school improvement. T.L.4 who was a post level one educator raised a strong point regarding this issue and she said:

“we sometimes feel threatened when we have to perform the roles that are given to us but I personally try my best to do it accordingly because the S.M.T have shown trust on me by giving that role and I try my best not to disappoint them” (I.I.p.3).

This statement unpacks the result that collaboration and trust has on people’s moral and self esteem towards accomplishing the tasks assigned to them. The participants who were holding formal leadership positions played a major role to promote inclusivity in their phases. They strongly believed in team work for effective results in every task or role in the school. When I asked T.L. 5, who is an H.O.D. about her leadership style in her Department this is what she stated:

“You know this thing is not done by me only but we are working as a team, and I also pray each and every moment I go to class, I pray for teachers so that we can work together in a proper manner. We co-ordinate together in every aspect we are dealing with, it is only team work and without team work we are nothing” (I.I.p.2).

The nature of this statement she made was observed during one of the sessions in the school when she led a team that deals with Learners with Special Education Needs (L.S.E.N.). I observed a meeting which was held and the purpose of the meeting was to identify the learners who would be referred to L.S.E.N. schools. It took them about three hours because everyone was given an opportunity to express his/her views about the matter of the day. It was also evident when I looked through the minutes of the L.S.E.N. committee. What I observed in this case is that T.L. 5 did her best in zone 2 and 3 of the model of teacher leadership by Grant (2008). She worked effectively with other teachers outside the classrooms pertaining to the difficulties that learners experience in learning. She led the Institutional Learner Support Team (I.L.S.T.) which is a committee that deals directly with learners' problems and that is role 6 in the model. These two committees which are L.S.E.N. committee and I.L.S.T. focus on issues which are more or less the same and as a result because she was a person who showed interest in the welfare of learners and she did her best to lead the teams effectively.

During the individual interview this is what T.L.3 said about her leadership style:

"I have no problem of leading so many educators like this, I sit down with teachers and we talk about everything that is happening in our phase and so together we take a decision. When we discuss something everyone must be heard, I tell my staff that even when the teacher is wrong both sides must be heard in order for you to take the right decision. As a leader you must treat learners and teachers equally. I apply the rules of natural justice and that is how I lead my teachers in my phase, they can have their voice, they must be free but work according the rules." (I.I.p.2).

The findings from this data are that this formal leader promoted a collaborative culture in her team by letting common planning take place in her department. She involved all the teachers under her leadership and that made them own the decisions made in the school. Consideration of their personal voices and concerns made them feel that they are part and parcel of the school and on that matter they try their best to be professional at all times. Being professional goes a very long way, it even concerns the way discrepancies are handled in the school. They maintain professionalism by reaching consensus where they have differences. The formal leader promoted

professionalism by ensuring equality in the department that she led. She made sure that even though she would like teachers to be free in the school, they should do their job accordingly and by not taking advantage of the leadership style that she demonstrated.

The findings in this section are that the culture in the school allowed the teachers to be professional. The formal leaders who were part of the study made sure that they played a major role in promoting the school culture where everyone would be free to work with peace of mind but staying on the policies. The next section focuses on the roles played by leadership opportunities to enhance teacher leadership and professionalism in the school.

4.5.2.2. Availability of leadership opportunities in the school

This might sound as a confusing subsection of this section but I will try my best to make it clear to the reader of its pertinence. The point that I am making here is that in the study, teacher leadership and professionalism are enhanced because of leadership opportunities available in the school. The leadership opportunities in the school gave the participants the opportunities to demonstrate themselves where they were capable and having the relevant skills required. This point is related to the issue of the school culture. The culture that prevailed in the school was a culture that promoted teacher leadership in the school and in addition to that those leadership opportunities were not reserved for a specific group of individuals, rather they were opened to everyone.

All five teacher leaders in the study were involved in a number of leadership roles in the school and outside the school. Among these five teacher leaders were the two formal leaders who were H.O.Ds .By the virtue of their positions they automatically became members of the Developmental Support Groups (D.S.G.) for teachers in their Departments. This is a structure that assists the teacher during Integrated Quality Management System (I.Q.M.S.) programme in

the school. Together with other members of the D.S.G. they sit to design intervention programmes for helping the teacher concerned. This is a process where they make decisions and evaluate the teachers' performance. In the model they are placed in zone 2 and 3 because they work with other teachers outside the classroom in whole school development. In this role these formal leaders have to be very honest and trustworthy with the decisions that they make. Through these roles they grow professionally because they are also learning whilst they are leading. It is the very same case with the post level one teachers who are peers and serve as members of the D.S.Gs. They are also involved in the performance of other teachers which is a role that engages them in school level decision making.

The data revealed that these five teacher leaders embraced the leadership opportunities that they got in the school. They utilized them fruitfully for the benefit of themselves and for the entire school. When T.L. 1 explained her involvement in the role of co-ordinating IsiZulu at a cluster level this is what she said:

‘This is a very important activity in my career because it provides me with opportunities where I meet teachers from other schools and we discuss things that affect our work. We discuss matters related to our subject and we learn a lot from each other. When we go back to our respective schools I tell you we come back with a lot of information and in that way we grow professionally’ (I.I.p.3).

This statement by this teacher indicates that she was happy by being given these leadership opportunities and it also highlighted major benefits that these roles have in the profession. More or less the same issue was raised by T.L. 4 who is a Soul Buddie's co-ordinator in the school. This is what she said when I asked her about her involvement in leadership, particularly how she got in:

“Other leadership opportunities were self initiated like being the facilitator for the soul buddies. Due to the fact that one of the educators who was facilitating went to Durban and she had a single transfer to another school, the soul buddies coordinating position remained vacant and I took over because I saw the opportunity of growing professionally.” (I.I.p.1)

T.L. 2 who was in the team that was trained to train the teachers when OBE was introduced also had the same belief about the opportunity that he had. His involvement in the role of this nature placed him in zone 2 and 4 and played major roles in providing curriculum development knowledge in his school as well as in other schools. He also played a role in leading in service education and assisting other teachers. His involvement made him grow professionally because he had the first hand information related to OBE as a new approach in schools. His involvement in assisting other teachers is another way that made him grow because as he provided people information he also grew in his career and he learnt new ways or strategies of dealing with it.

My major finding here is that the availability of different leadership roles either in the school or outside the school contributed towards the professional development of teachers. They endeavour to do their best in the activities assigned to them. As they commit themselves towards performing all those tasks they learn more about their career and grow professionally. This is a process which boosts their professional ethics and values.

4.5.2.3 Incentives in the school

All five participants agreed that incentives are very important in the school to encourage the teachers to engage themselves in leadership roles in the school. The data revealed that teachers believe that it is when one is recognized or appreciated that s/he gets motivated to engage deeply in professional matters. A person who has been recognized for what s/he has done do his or her best to maintain his professionalism and makes sure that s/he does not disappoint those who have

recognized him. However, these five participants had different views on the type of incentives that could be used in the school.

T. L 4, expressed herself in a very unequivocal manner regarding this issues and this is what she stated;

“they need to offer us some incentives, if there has to something that is an overload to your work, there is a need for a reward to make you happy to go on and carry on with your good work and good performance. Financially we are in need of finance and we always need money and incentives like money can be so good” (I.I.p.2) .

For T.L. 4 the incentives is one way of motivating and boosting a teacher’s moral to go the extra mile in life and commits himself or herself to engage in leadership roles. According to her, finance is a very good type of incentive that can be utilized because she believes that teachers are underpaid.

T.L. 2, the expressed himself this way to present his position regarding this matter and this is what he said;

“Let me be realistic in this point, there must be some incentives but there must be some conditions to be considered. Not that everyone must get it, it must be done in a matter of motivating people that have interest and some good character in a certain aspect, so to me I will say it is good if it is going to be used as a matter of motivating people that are willing to take leadership activities” (I.I.p.2).

This is in line with what T.L. 4 stated, as he also believed that an incentive is one way of motivating people to engage in leadership roles. The point that he made was that of conditions to be considered when incentives are utilised in the school. For T.L. 4, focus should be only on

people with good character in a certain aspect and have strived to achieve their best. In addition to this point he made a very strong point regarding this issue, he said when the management decides to use incentive there must be uniformity. He stressed the adherence to fair and equal treatment of all people to be considered for incentives to avoid chaos. The chaos will then impact negatively on the entire programme of using incentives in the school.

T.L. 3, who held a formal leadership position of H.O.D. claimed that a teacher needs to be appreciated for the good work that s/he has done. During the focus group interview this is what she stated to express her opinion:

“the teacher is doing a good work so she needs to get something that will make her happy because of the good work that she has done, so at the end of the day she deserves a present to be appreciated for what she has done for the whole year just to make her happy” (F.G.I. p.4)

The data revealed that the teachers supported the issue of incentives in the school. They claimed that it is a way of recognizing and appreciating those dedicated teachers who have gone the extra mile in their career. The only point on which they had different ideas was the type of incentives to be used in schools. One of them opted for finance and others opted for small tokens of appreciation to teachers who have made a contribution towards the school. The next section focuses on human relationship as one of the factors that enhance teacher leadership.

4.5.2.4 Human relationships

The findings in the study revealed that all five teacher leaders believed that human relationship is very important in order for teacher leadership and professionalism to prevail in the school. All of them agreed that human relationship is important internally within the school and externally between the school and the school community. They strongly believed that good relationship within the school contributes positively towards the school culture. The point they raised is that

where there is good relationship it is easy, for the S.M.T. to relinquish its power to the teachers in the school because it has trust in the post level one teachers in the school. Because of the good relationship even the teachers themselves do not hesitate to grab any leadership opportunities that are available in the school because of being trusted in the school. The teachers too also feel free to come up with new initiatives.

In the study it has been noted that both the formal leaders and informal leaders were fully involved in leadership roles. This strengthened the relationship between the two groups simply because they were striving for the same purpose. Between these groups, there was trust, openness and affirmation and it was characterized by school wide interaction. This is in line with the conditions that unify human relationship mentioned by Donaldson (2006) where he asserts, one of the conditions is when the formal leaders and informal leaders have a strong working relationship with one another.

Good communication amongst all the levels of stakeholders in the school was found to be a very important and a positive contributing factor that resulted in good human relationship in the school. This is in line with what Early and Campbell (2000) state about the importance of good communication in the school, they state “good communication and participative decision-making is a necessary condition for staff commitment if the school is to move forward”(p.188).

All five teacher leaders strongly believed that the relationship between the school and the school community was very important and played a major role in the education of the learners. The point they made was that parents are one of the major partners in education who need to be connected to the school. If parents are connected with the school, they do not hesitate to come to the school and meet the teachers to discuss their children’s performance. Meeting the parents of learners that they teach is one of the major activities that teachers believed they should play. They strongly believed that they were being professional if they could handle the parents of learners well. This is possible only if there is a good relationship between the school and the

school community as well as the attitude that the teachers demonstrate towards the parents. T.L. 2, emphasized the importance of good relationship and its benefit:

“as a class teacher I often call parents and discuss about the problems of learners. Parents tell me about the behaviour of their children at home and that helps me to relate what is happening at home with what they are doing here at school. This makes parents to be part of teaching and learning” (I.I.p.4).

When teacher leadership is exercised in the school, the teacher leader engages himself in a leadership role. He leads a certain team that is responsible for that task and therefore there is a need for strong team spirit. T.L. 4 emphasised the importance of good relationship in order for teacher leadership to be effective in the school. This is what she said during the individual interview;

“the promotion of good relationship between the staff is a good work and it leads to a strong team spirit. Another important issue is the creation of a positive learning environment in my school” (I.I.p.3).

Her point is that if there is a evidence of good relationship in the school, collegiality prevails in the school and everyone feels free to participate in leadership roles and in initiating new things. The good relationship results in a conducive environment wherein teachers to lead.

T.L. 3, the H.O.D, further believed that a good relationship is important even between the school and other schools. She believed that the school does not work as an island, it needs other schools for support and resources. She said that she invited the learners from other schools for class debates and that helped her learners to evaluate themselves against learners from other schools. The nature of this activity engages the teacher leader with an extension to her professionalism and it provides her with the opportunity to evaluate her performance as well as her learners' performance. The main factor that determines whether she gets access to that school and get the

learners from that school is the relationship that her school has with that other school. If it is bad the other school cannot make the learners available. This highlights the importance of the good relationship between schools in order for professionalism and teacher leadership to prevail in schools.

4.6 CONCLUSION

This study has discussed and presented the research findings with regards to teachers' understanding of professionalism and factors that enhance or hinder teacher leadership and professionalism in a deep rural primary school in Springvale. The findings are based on the information provided by the five teacher leaders during the data generation period. Multiple data collection methods have been used in the study. These five teacher leaders were involved in a number of leadership roles within the school and outside the school. The five teacher leaders had different attributes that made them to be very useful participants in the study. Among these teacher leaders who were participants, two of them were holding formal leadership positions in the school. I believe that I managed to get answers for my research questions. From the data that I collected I managed to understand how teachers understand professionalism and all other relevant factors related with professionalism and profession. The data provided me with information to understand the hindrances to professionalism and teacher leadership in the school. It also provided me with the information that led me to understand the factors that enhance teacher leadership and professionalism in the school. The next chapter presents the summary of the findings, conclusions and the recommendations.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to explore the teachers' understanding of professionalism among the five teacher leaders in a deep rural Primary School at Springvale in KwaZulu-Natal. It also focused on the factors that enhanced and hindered teacher leadership and professionalism in the school. The findings of the study indicated that teachers had varied about professionalism. All their views carried positive thinking towards their profession and their professional status thereof. The teachers regarded and considered their leadership roles as one of the ways of maintaining or contributing towards their professionalism. This chapter summarises the findings that were presented in Chapter 4 based on the research that I conducted. It also focuses on my personal reflections about the study and finally, it presents the recommendations.

5.2 Summary of findings

The overall findings in the study provided the answers as to how teachers can lead schools better to ensure that they are professional spaces of teaching and learning. The overall findings are that in order for a school to be a social place for teaching and learning, both formal and informal leaders should play their roles fully and responsibly. The study consisted of two subsidiary questions. The first question was: **How do teachers understand professionalism?** The second subsidiary question was: **What are the factors that hinder or enhance teacher leadership and professionalism in schools?** I believe that the study was able to provide me with the answers to these questions. To get answers to this question, consideration was given to teachers' personal views about professionalism, engagement in teacher leadership roles and the way they behaved themselves when they carried out their duties. To answer the second subsidiary question the focus was on their engagement in teacher leadership roles, the way they behaved themselves

during their engagement and the way they worked with other stakeholders. The following section of this chapter focuses on common findings of teachers' understanding of professionalism.

5.2.1. How do teachers understand professionalism?

Basically the data was generated through individual interviews, focus group interviews, observations and document analysis. What emerged in the study is that all teacher leaders in the study agreed that in order to become a member in the community of professionals, one has to go through specialized training focusing on the chosen career. They all agreed that for teachers, to become full professionals, enrolling in the university or training college for teacher training is a prerequisite. The study revealed that it is in the training colleges and universities where teachers are groomed, equipped and given the relevant knowledge and skills to utilize in their teaching career. The study revealed that it is when the teachers have got relevant skills and knowledge that they are able to do their work professionally utilizing the skills and knowledge gained during their formal training.

All the teachers agreed that teachers need to upgrade their qualifications in order to remain updated, well grounded and in line with new changes in the education system. This was very evident because all the teacher leaders were busy with further studies during the time of this study. What was observed is that they ensured that they focused on studies that would develop them professionally. For example, one teacher leader was busy with an ACE in School Library Development and another one was pursuing an ACE in Natural Sciences and these were their areas of specialization at school. These five teacher leaders also believed that the workshops that are organized by the Department of Education make major contributions to professionalism. They believed that it is in these workshops where teachers are developed professionally and get armed with new techniques and approaches in their profession. These workshops serve as professional moral regeneration sessions for the teachers who sometimes feel depressed and disillusioned because of changes and challenges that they come across in their career.

The findings revealed that professionalism is maintained well if there is a good professional relationship within the school. This relationship is important amongst all the stakeholders in the school, i.e. the learners, the teachers and the non-teaching staff. An important feature of the good relationship is good communication across all staff members in the school. The data revealed that the S.M.T. should have a good manner of approach to the post level one teachers and vice versa. The findings were that if all the parties in the school are approached professionally and the doors of communications opened to everyone, it indicates that in that institution professionalism is maintained. The finding was that the voice of each individual is important in the school. In the study, equity and equality prevailed in the school and it contributed positively to professionalism. The type of internal relationship that prevailed in the school and the type of treatment that the teachers received from the formal leaders made them go the extra mile in their career. The five teacher leaders in the study believed that committing oneself fully to one's teaching role is one of the characteristics necessary for maintaining professionalism.

The findings in this study were that the five teacher leaders strived for their best to protect the status of their profession and they believed it is one of the ways of remaining professional. They protected their professional ethics as possible as they could by not bringing their profession into disrepute. They always aligned themselves with the existing policies in the school. They adhered stringently themselves to the rules and regulations in their practice. They always put more effort to promote the ethical dimensions in the school and they believed that it promoted and protected professionalism. The next section sums the findings of the second subsidiary question.

5.2.2. What are the factors that hinder or enhance teacher leadership and professionalism in the school?

In response to the second subsidiary research question viz. **What are the factors that enhance/hinder teacher leadership and professionalism in the school?** I believe the study provided me with the answers to this question. I divided this question into two parts, the first part focused to the barriers that hinder teacher leadership and professionalism in the school and the second part focused on the factors that enhance teacher leadership and professionalism in the school. There have been some amazing findings which appeared to be barriers to professionalism and teacher leadership. The unions were found to be one of those major barriers to professionalism and teacher leadership. The lack of co-operation from some principals and other teachers was also a barrier. The lack of co-operation from parents was also a barrier to teacher leadership and professionalism. The issue of unions becoming a barrier in this case study is of great concern because the unions are regarded as professional bodies that, by law, are supposed to be protecting the professional ethics and the image of the profession. However, this case study presents a negative picture about the role played by unions towards teachers' professionalism.

The findings in the study were that the teachers were involved in a number of leadership roles in the school but they were unconscious of the concept teacher leadership. The study had evidence of a number of factors that enhance teacher leadership and professionalism in the school. The study revealed that the type of culture that the school has is one of the contributing factors that enhance teacher leadership and professionalism. The study revealed that if the school promotes teacher leadership and proper professionalism, then both will prevail and become part of the school culture. The availability of leadership opportunities in the school was also another factor that enhanced teacher leadership and professionalism in the school. What the data revealed was that teachers can have all relevant skills and knowledge to lead but only to find doors of informal leadership are closed or there is nothing at all in the school. What was discovered here is that when the doors of teacher leadership are opened and opportunities made available in the school, then teachers engage themselves and they grow professionally. All the teachers in the study

supported the issue of incentives in the school to acknowledge and appreciate those teachers who perform extra roles in their career. The teachers viewed the incentives as one of the ways that could be used to motivate teachers to engage themselves in teacher leadership roles. The recognition of teachers for good work done was an idea that all the teachers believed should be in place in all schools. However, the teacher leaders had different views on the nature of incentives that could be used in schools. Good human relationship within the school was one of the positive factors that enhanced teacher leadership and professionalism.

5.3 Limitations of the study.

Conducting a study in my own school was very challenging for me. In my mind I believe that if I had conducted this study in another school I would have gathered more information. I had the sense that sometimes my five teacher leaders responded to me in a way that they wanted to satisfy me and assisted me to fulfil my purpose. I am not sure if my position as the school principal and using the site in my research did not influence my data collection. However, I trust all the information collected because one of the data collection methods used was document analysis. Among those documents used were the minute books where the different teacher leaders recorded everything about the meetings they had. In the minute books it was evident that their engagement did not come into existence only during the time of my study but they had been involved a long time before I engaged myself in the study. For those teacher leaders who held formal leadership roles, the records of staff development sessions were dated with dates which were there before I commenced this study.

Another limitation is that in this study I used only five teacher leaders as my primary source of data. May be what these five teacher leaders said might not be what the whole school would have said. Therefore I cannot in a proper sense, generalize the findings to the whole school. I also cannot generalize it to another school but it is specifically the findings based on the five teacher leaders in this case study. Even though I have mentioned some limitations in the study, I still

believe in a case study as the most suitable approach for my research. It has made me collect and produce data that I could not with other approaches. I believe some of these findings will strike the minds and zeal of other researchers and engage themselves in more research about teacher leadership and professionalism in South Africa. These findings have also aroused interest within me to engage myself in further research. This study has identified a number of gaps and areas for future research and answers to these will be found through further research about teacher leadership and professionalism.

5.4 Recommendations for promoting teacher leadership and professionalism in schools.

The schools should have regular internal sessions for purposive professional development. One of the factors that enhance teacher leadership and professionalism is the school culture. Therefore schools should make professional development part of their culture. The developmental sessions should be structured in a way that they become beneficial to the school and for the entire Department of Education. The schools must open the doors of teacher leadership to everyone and not only restrict this to certain individual. The study indicated that the teachers believed they grow professionally when they engage themselves in leadership roles, and thus everyone has the right to grab that opportunity to grow.

The Department of Education should organize workshops for teachers regularly in order for teachers to stay informed and compliant in their practice. However, these workshops should not be scheduled for early hours of the day, rather in the afternoons or over weekends. To support my argument, I make this claim because if they are run in the mornings, learners will remain unattended and the Department of Education will then become one of the factors that impinges on professionalism. I strongly support the latest initiative of the National Department of Education which is referred to as the National Policy Framework for Teacher Education and Development. I wish that it is implemented quickly. The rationale for National Policy Framework for Teacher Education and Development is that, it begins to address the problem of

teachers who do not keep abreast with latest developments in the area of education, which is teaching and learning. Within this framework there is a programme referred to as Continuing Professional Teacher development (C.P.T.D.). In this programme, all teachers are expected to gather professional development points within a specified period. Points will only be generated by attending a professional development workshop accredited by the Department of Education and SACE. These are programmes that will put pressure on teachers and motivate them to engage themselves in professional development sessions to stay abreast of the changes.

Simultaneously, the teachers should engage themselves in upgrading their qualifications to develop their skills and knowledge required in the profession. What I suggest is that, when the teachers apply to the institutions for upgrading, they must focus on the areas of their own specialization in the schools. If teachers approach upgrading through this lens, they will then do it with the purpose of benefiting professionally. This will have a positive impact towards their teaching role as well as towards their professionalism. The status of the profession will be protected because it will consist of people who know what is expected from them and how they should perform their roles professionally. Moreover, this will produce teachers with the latest knowledge and continuously developed skills required in their practice.

Incentives should be used as one of the strategies of motivating and encouraging teacher leadership and professionalism in schools. Each school should have a policy about staff recognition procedures and incentives. I believe that recognition and motivation plays a major role in improving employee performance and teachers' morale. It is fundamental to people's self esteem and makes people feel valued for their natural performance. The incentives will make the teachers in the profession commit themselves fully and in a very dedicated manner because they will know that the schools recognize what they are doing. The Department of Education has already started to implement in the form of National Teachers' Awards. However, not everybody can reach the stage of the national level. Therefore the incentives will bridge the gap in between.

If the teacher unions do not develop the teachers professionally and do not protect the image of teachers, the big question: **What is the purpose for their existence?** If the findings reflect that the unions are one of the barriers to teacher leadership and professionalism, then there is a problem. I would recommend that unions should have clear programmes in place to develop the teachers professionally. Above all, their programmes for professional development should reach all teachers in all areas. Teacher unions are regarded as professional bodies therefore they must protect and promote professionalism in our country and if teacher unions do not achieve this it means they are not serving the purpose of their existence. This will only be possible if teacher unions organize ongoing and focused professional development sessions and workshops for teachers. The teacher unions should stop embarking on industrial actions which disturb the culture of teaching and learning that which is the core function of teachers.

5.5. Recommendations for further research

The purpose of this study was to get the teachers' understanding of professionalism and the factors that enhanced or hindered teacher leadership and professionalism in schools. This research then focused on five teacher leaders engaged in leadership roles within the school and outside the school. The findings after the study was conducted have been presented.

When I analysed the findings, I identified the following areas which could be considered for further research;

1. The study revealed that in some cases, principals did not co-operate with some activities and did not send the teachers to some cluster meetings which were led by these teacher leaders. As a result in this study, the principals were regarded as one of the barriers to teacher leadership and professionalism in schools. There are many possibilities for the cause of this behaviour by principals. Answers to these concerns can be found through further research. The question is: **What causes some of the principals not to co-operate**

with other teacher leaders led activities? Getting to the possible causes might help to bring about changes in the attitudes of those principals.

2. In the study, parents were found to be weak and unco-operative partners in respect of teaching and learning in the schools where their children attend. The teacher leaders had a concern that parents did not come to school when they were invited. The main concerns are: **What are the factors that contribute to poor participation of parents with regards to their children's schooling?** We can also focus on how we can improve parents' participation in issues relating their children's learning.
3. All the teachers in the study agreed that incentives are some of the forms of recognizing and motivating the teachers who have made remarkable contributions in the school. However, they took different directions when it came to the nature of incentives that could be used. Some went for tokens and others went for remuneration. A major concern is that when this is implemented in the school, it should not create divisions among the staff. The question: **What kind of incentive can be given to teachers to motivate them, without creating divisions and negative competition within the schools?**
4. **How do the teacher leaders ensure justice or happy balance between their core duty which is teaching and learning and their leadership roles?**
5. **What impact does the involvement of teacher leaders, in leadership roles outside their own schools, have on the learners that they teach?**

5.6 Conclusion

In conclusion, the study has revealed that teachers understand profession as a concept that has a number of related connotations. All the teachers need to behave professionally to maintain their professionalism. One of the ways of maintaining professionalism is upgrading of teacher qualification and engaging in professional development sessions within and outside the school.

In the study it has been discovered that professionals who are extended professionals go the extra mile in their career and perform leadership roles. Teacher leadership roles, if opened to

everyone, contribute positively to teachers' personal growth and maintenance of professionalism. Therefore, I suggest that all schools should promote teacher leadership and consider it to be part of the school culture in order for professionalism to prevail in schools. Lastly in order for schools to become professional spaces for teaching and learning each stakeholder involved should play his/her role fully by being dedicated and displaying ethical behaviour at all times.

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11	Funding status:									
	Section 20		Section 21		Private					
12	Annual School Fees:									
	R0		R1-R499		R500-R999		R1000-R1499		R1500 +	
13	Number of teachers, including management, in your school:									
	1-9		10-19		20-29		30-39		40+	
C:	Teacher Leadership and Professionalism Survey									
	Instructions: Place a CROSS in the column that most closely describes your opinion on the role of leadership in your school.									
	Scale: 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree									
	I believe:						4	3	2	1
14	That teaching is a profession.									
15	All teachers should take on a leadership role in their school.									
16	All teachers should be able to bring about change.									
17	My school promotes discussions on HIV and AIDS.									
18	That teachers are professional if they work well with others (collegial).									
19	That teachers are professional if they are punctual.									
20	That teachers are professional if they promote the image of the profession.									
21	The majority of teachers in my school take up leadership roles.									
22	That only people in formal positions of authority should lead.									
23	That teachers are professional if they are loyal to their school.									
24	That teachers are professional if they respect the dignity and beliefs of learners.									
26	That unions develop teachers professionally.									
27	That teachers are professional if they refrain from any form of improper contact with learners.									
28	That teachers are professional if they refrain from undermining the status and authority of their colleagues.									
29	The majority of teachers in my school are part of the important decision-making processes.									
30	Teachers are encouraged to take initiative in my school.									
31	That teachers are professional if they respect the choices of their colleagues.									
32	That teachers are professional if they promote the ongoing development of the teaching profession.									

APPENDIX THREE

Individual Interview Questions

- 1. Do you think teaching is a profession? Explain.**
- 2. Why did you choose teaching as a career?**
- 3. Do you consider yourself a teacher leader? Why do you hold this view? Please talk about some of the leadership opportunities you have had/have not had [follow up] Were these leadership roles self-initiated or S.M.T initiated?**
- 4. What is your personal view on teachers being offered incentives (financial or other) to enact leadership in schools? [follow up] advantages and disadvantages.**
- 5. How does your union help you to develop professionally?**
- 6. Are there situations where you experience a clash between your professional and your union identities? Talk a little about this. How do you balance the possible tensions that may arise.**
- 7. How can you use your power as a professional to transform your school into a socially just space for teaching and learning?**

APPENDIX 4

Focus Group Interview Questions.

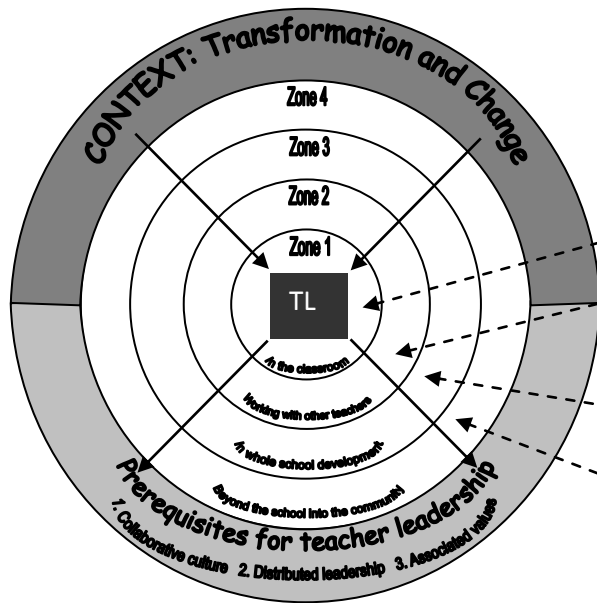
- 1. What do you understand ‘professionalism’ to mean?**
- 2. Would you consider your school to be a professional place of teaching and learning?**
- 3. Does the culture of your school encourage teachers to introduce and lead new initiatives? Explain.**
- 4. Should teachers at your school be rewarded for taking on leadership roles. Why? Why not? If so, in what forms?**
- 5. Do you believe that teacher unions provide adequate information and support to help teachers develop professionally?**
- 6. How did the teacher strike action towards the end of 2010 affect your school? In your response please share some of the tensions that you as a staff experienced as a consequences of the various union affiliations and how this impacted on the various notions of professioanalism?**
- 7. How can you as members of the teaching staff use your power as professionals to transform your school into a more socially just place for teaching and learning?**

APPENDIX 5

TEACHER LEADERSHIP IN ACTION

ZONES AND ROLES MODEL OF TEACHER LEADERSHIP

(Grant, 2008, b, p. 93)



TEACHER LEADERSHIP

First level of analysis: Four Zones

Second level of analysis: Six Roles

One	One: Continuing to teach and improve one's own teaching
Two	Two: Providing curriculum development knowledge
Three	Three: Leading in-service education and assisting other teachers
Four	Four: Participating in performance evaluation of teachers
Five	Five: Organising and leading peer reviews of school practice
Six	Six: Participating in school level decision-making
Seven	Seven: Providing curriculum development knowledge
Eight	Eight: Leading in-service education and assisting other teachers

APPENDIX SIX**Faculty of Education**

University of KwaZulu-Natal

Private Bag X01

Scottsville

3209

The Principal

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Dear

I am currently a lecturer at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a group research project which aims to explore teacher leadership and its relation to issues of professionalism in schools. Teacher leadership is an emerging field of research in South Africa and I believe that teacher leadership has a powerful role to play in transforming the teaching and learning in our South African schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into teacher leadership as it relates to issues of professionalism in your school, and work

particularly with five teacher leaders who are willing to work closely with me to extend the boundaries of our knowledge on this concept.

Please note that this is not an evaluation of performance or competence of your teachers and by no means is it a commission of inquiry! The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, participants will be asked to complete a consent form. Furthermore, in the interests of the participants, feedback will be given to them during and at the end of the project.

As project leader, I can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development) or on my cell, 0844003347.

Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

Dr Callie Grant

Project Leader



Faculty of Education

Declaration

I (full names of participant) hereby confirm that I understand the contents of this document and the nature of this research project. I am willing for my school to be a research school in this project.

Signature of Principal

Date

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APPENDIX EIGHT**Faculty of Education**

University of KwaZulu-Natal

Private Bag X01

Scottsville

3209

Letter of Invitation

Dear

I am sending this invitation to you as a teacher who might be interested in participating in a research project about teacher leadership and its relation to professionalism in schools. My name is Ngcobo Sikhulekile General and I am currently a 2nd year Master of Education Degree student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently leading a group research project which aims to explore teacher leadership as it relates to issues of professionalism in schools. Teacher leadership is an emerging field of research in South Africa and I believe that teacher leadership has a powerful role to play in transforming the teaching and learning in our schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into teacher leadership as it relates to issues of professionalism in your school, and work closely with you, particularly, to extend the boundaries of our knowledge on this concept.

The research project is framed by the following broad research question:

How can teachers lead schools better to ensure that they are professional places of teaching and learning?

Subsidiary Questions

1. How is professionalism understood by teachers?
2. What are the factors that enhance or hinder teacher leadership and professionalism in schools?

I am seeking five teachers from your school who:

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

Please note that this is not an evaluation of performance or competence of you as a teacher. Your identity will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold your autonomy and you will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, you will be asked to complete a consent form. Furthermore, feedback will be given to you during and at the end of the project.

As student, I can be contacted on 071 523 8694. Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

Ngcobo S.G. St no: 206 520 424



Faculty of Education

Declaration

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

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

Signature of Teacher Leader

Date

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