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An Exploration into Teachers' Perceptions on Teacher Leadership and their Motivational Levels to Engage in Leadership roles at School

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ABSTRACT

The purpose of this study was to gain an understanding of teachers' perceptions on teacher leadership and motivational levels to engage in leadership roles at school. The research study was conducted within a qualitative research paradigm and took the form of a single case study in one secondary school in Newcastle, KwaZulu-Natal. Multi-data collection techniques included semi-structured interviews, a focus group interview, semi-structured and unstructured observations and document analysis.

Findings of the research showed that teacher leadership is an emerging concept at the school with teacher leadership being understood as teachers being leaders within their classroom and engaging in extra-curricular activities outside their classrooms. Findings also revealed a distributed form of leadership in certain activities and tasks but more a delegated form of leadership with restricted opportunities for teachers to engage in greater leadership roles in the performance of major tasks. Findings pointed to a number of barriers that negatively impacted on teachers' motivational levels to engage in leadership roles. Barriers included teacher overload, time constraints, lack of leadership opportunities for senior and master teachers and gaps in the working relationships with the SMT. Despite the many barriers, participants showed high motivational levels to engage in leadership roles outside their classrooms provided they were given opportunities to be teacher leaders.

Some recommendations made are: a broader understanding of teacher leadership, the SMT to ensure that systems and incentives are put in place to support and motivate teachers to be leaders, to engage senior and master

teachers both in formal and informal roles, to assist and mentor less experienced teachers and for principals to involve teachers in decision making processes in major tasks. Lastly, for policy makers to multiply the emerging opportunities for teachers to engage in leadership roles and for district officials from the department of education to workshop such policies with teachers and principals to promote teacher leadership in schools.

DECLARATION

I hereby declare that the work in this thesis has been researched and undertaken by myself and unless specifically indicated to the contrary in the text, is my own work.

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Shobhana Chatturgoon
December 2008

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This dissertation is dedicated to my
husband Suresh and children Teshica and Samil
for their love, patience and support.

ABBREVIATIONS USED

AIDS	-	Acquired Immunodeficiency Syndrome
CLO	-	Chief Learning Officer
CV	-	Curriculum Vitae
debs	-	debutants
HIV	-	Human Immunodeficiency Virus
HoD	-	Head of department
IQMS	-	Integrated Quality Management System
matriculant	-	matric
MP 3	-	Multi-player 3 in one
M+ 3	-	Teacher's diploma
M+4	-	Teacher's higher diploma or degree
RCL	-	Representative Council of Learners
SMT	-	School Management Team

CHAPTER 1

INTRODUCTION TO THE RESEARCH TOPIC

1.1 INTRODUCTION

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

1.2 PURPOSE OF THE STUDY

The purpose of this study is to explore how teachers understand and respond to the concept of teacher leadership and the factors that contribute to their motivational levels to engage in leadership roles at school.

1.3 BACKGROUND TO THE STUDY

I believe that ongoing change is necessary in schools for school improvement and whole school development but schools cannot sustain meaningful change unless teachers actively engage in the change process by taking up leadership roles. From an international perspective Fullan (2001) comments that change is not happening in our schools and that change is needed because many teachers are frustrated, bored and burnt out which can explain why teachers may be reluctant to take on leadership roles. Sterling and Davidoff (2000) refer to their case study of Seamount Secondary School and its problems which they say

many South African schools still face. Some of the problems mentioned were: management at the school was ineffective, leaders did not involve staff in discussions, the principal was autocratic, there was a lack of proper democratic governance and those in leadership positions showed no accountability. Fullan and Hargreaves (2000) argue that leadership that neither understands nor involves the teacher is therefore likely to be leadership that fails. In our South African schools change is inevitable due to changes in the education system. How teachers approach change is important for school improvement.

By teachers working collaboratively with their colleagues in improving school practices and by making inputs at staff meetings and decision-making processes, changes are more likely to gain momentum. Ash and Persall (2000) say that for teachers to prepare their students to be successful in society, teachers must be willing to learn continuously, to expand their own abilities and to assume even greater leadership roles. But teacher leadership appears to be absent is many schools. This, according to Suleiman and Moore (1997), could be because the false assumption that teaching is for teachers and leading is for administrators have existed in public schools for too long. What is needed, according to Crowther, Kaagan, Ferguson and Hann (2002), is a new paradigm of the profession to provide needed school revitalisation and striking the potential of teachers to new forms of leadership in schools and communities.

Changes in the education curriculum in South Africa require teachers to change the ways in which they used to teach and to engage in leadership roles both within and beyond their classrooms. Schools at the same time are required to transform themselves into what Senge (1990) calls learning organisations. Yet, changes in schools are slow and not in keeping with the new demands which require schools to re-structure themselves as learning organisations. Changes in the National Curriculum Statement (NCS) require teachers to work in different ways than before when teachers worked in isolation. Teachers need to become designers of learning programmes, action researchers and mentors to less

experienced teachers such as locum teachers. But teachers are grappling to fulfill these roles as they have not been adequately trained. Also, due to the shortage of teachers in schools, many locum teachers are entering the profession without the necessary qualifications and skills to teach in learning areas allocated to them. This negatively impacts on the quality of teaching and learning in the classroom. Locum teachers require the assistance of teacher leaders to mentor and assist them but teacher leadership does appear to be absent is many South African schools. This research study aims at exploring how teachers cope with curriculum challenges and what is the working relationship between teachers at the school.

1.4   THE RESEARCH PROBLEM

Local research by Grant (2006), Rajagopaul (2000) and Sterling and Davidoff (2002) show that teacher leadership is not making headway in many South African schools. In South Africa changes in the education curriculum towards a knowledge-based economy create challenges for schools to provide curricula that ensure learners attain the necessary skills and knowledge to be successful citizens in society. Yet changes in schools are slow and not in keeping with the new demands which require schools to restructure themselves as learning organisations. Even though education policies such as the South African Schools Act (SASA) of 1996 which advocates that principals work in democratic and participative ways with members of staff, it is not happening in many schools.

I believe that many teachers possess the capabilities, talents and expertise but the responsibility and authority accorded to teachers have not changed considerably in schools. Research studies by Grant (2006), Rajagopaul (2007) and Singh (2007) show that teacher leadership is not established in many of our schools as many schools still operate along autocratic and bureaucratic lines with leadership being understood in terms of position, authority and power. Leadership in South African schools has long been viewed as a relationship

between the leader, usually the principal, and the followers being the teachers. There is nothing wrong with the principal being the leader as he is most accountable for the running of the school. The problem is that when leadership is not distributed throughout the school with teachers being given leadership opportunities towards improving the quality of teaching and learning, then schools will not change and teacher leadership will be absent in such schools. Leadership will also be the task of a few selected teachers. In such schools a culture of dependency and non-participation will prevail on the part of teachers. In such a school climate teachers will not volunteer to take on leadership roles and teacher leadership will not make headway. Research by Rajagopaul (2007) has shown that leadership roles are delegated rather than distributed. This research study aimed at understanding the leadership styles at the school to find out how teachers work within their school climate and if teacher leadership is emerging at the school.

Research studies by Grant (2006) and Troen and Boles (1992) showed teachers engaging in leadership roles were ostracised and isolated from their colleagues. This shows that teachers' own perceptions of their roles and responsibilities as level one educators can also inhibit them from engaging in leadership roles. This is one of the critical questions I intend to explore in my research. Research has already shown teacher resistance towards change as many teachers still firmly believe that leadership roles are the tasks of principals or the school management team (SMT).

A local study by Singh (2007) showed different responses from teachers and SMT members on the conceptual understandings of teacher leadership. This links to my first critical question for my research in finding out how teachers understand and respond to the concept of teacher leadership as that will shed light on whether teachers are undertaking leadership roles at the school. This leads to my second critical question as to what extent school practices and culture promote or hinder the development of teacher leadership.

Teachers' attitudes on teacher leadership can be easily influenced by the school culture. School culture can inhibit or enhance teacher leadership at the school. Grant (2005) in her small scale study highlighted the situatedness of teacher leadership and the importance of context. Her study pointed to the social and cultural embeddedness of leadership and the difficulties associated with shifting the taken-for-granted assumption that leadership is a male domain. The research problem is that school culture is an elusive concept that can be quite difficult to determine in research. The two local researches undertaken by Rajagopaul (2007) and Singh (2007) showed gaps in the research instruments used to evaluate school culture. Questionnaires, semi-structured interviews and focus group interviews were used and data was collected and analysed from what teachers and SMTs had to say. The shortfall lies in the fact that what people say and do may not happen in practice. Therefore only by spending considerable time at the site of study and by observing the social dynamics of the school, that is, formal and informal ways in which people worked and interacted with one another, would I as a researcher be able to evaluate the culture of the school. In my research I aimed to listen to what teachers had to say during individual interviews and the focus group interview, and through observations of staff meetings, the way the school was run and how school related activities were organised and carried out in conjunction with document analysis to evaluate school culture and to correlate data.

Although there may be some schools that promote teacher leadership, there are many militating factors against the emergence and prominence of teacher leadership in many South African schools. My research study aims to provide an insight into how leadership is understood at the school on the part of the SMT and teachers and its implications for teacher leadership.

1.5   RESEARCH RATIONALE

Vithal and Jansen (2006, p.11) state that a rationale serves as a statement of:
1. how the researcher came to develop an interest in the proposed topic; and
2. why the researcher believes the proposed research is worth doing.

As an SMT member at my school I developed an interest in teacher leadership from on my own observations. I find that most teachers are often reluctant to engage in leadership roles even when opportunities are available to them. In studying the module *Leadership and Strategic Management* I became interested in the discourses on teacher leadership which then was a fairly new concept to me. I engaged in reading literature on the topic of teacher leadership and understood it to be an emerging concept in South Africa even though it is well established in other countries such as the United States of America and Canada (Muijs and Harris, 2003). I became interested in pursuing further research on teacher leadership out of personal interest and to contribute further towards research on teacher leadership.

This research is worth doing because the findings of the research would enable me to fill in the gaps on teacher leadership in South Africa and contribute towards further research on teacher leadership especially by addressing some of the silences in local research such as the leadership roles that senior and master teachers engage in. As a SMT member, the research will enable me to reflect on my own leadership style and to determine to what extent my leadership style enhanced or hindered teacher leadership at my school.

I hope that the findings of my research will provide useful feedback to the school to improve its educational practices both on the part of the SMT and teachers in creating a school culture that will promote, develop and support teacher leadership. I hope that the findings will encourage the SMT to reflect on their

leadership practices, and to make necessary changes by creating conditions and opportunities for teachers to become more involved in the business of teaching and learning. Teachers too need to reflect on their own classroom practices and to examine ways in which they can improve the quality of teaching and learning in the school. I hope that teachers in the study will become more aware of their roles as teacher leaders and find ways in which they can engage in leadership roles. They will not only develop themselves professionally but also provide support to less experienced teachers.

1.6 KEY ISSUES TO BE ADDRESSED IN THIS STUDY

KEY RESEARCH QUESTION

How do teachers perceive teacher leadership and what are their motivational levels to engage in leadership roles at school?

CRITICAL QUESTIONS

The following questions guide the study:
1. How do level one educators understand and respond to the concept of teacher leadership?
2. To what extent do school practices and culture promote or hinder the development of teacher leadership?
3. How do teachers' perceptions of their own roles and responsibilities as level one educators inhibit or enhance their leadership roles at school?

1.7 CONCLUSION

In Chapter 1, I introduced the research topic by outlining the purpose of the study on teacher leadership and discussed the research problems by stating what the research problems are and how my research hopes to address the problems.

The research rationale explained how I came to be interested in the topic and why the research is worth doing. Lastly, I mentioned the key research question and the critical questions that guided this study.

1.8   OUTLINE OF THIS STUDY

In Chapter 2, I outlined and discussed my literature review and conceptual frameworks. Chapter 3 focused on the research methodology and design used in the study. Chapter 4 covered a presentation, discussion and analysis of the research findings. Lastly, Chapter 5 presented the conclusions and recommendations that have emerged from the study.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

The literature review draws from both international and local literature, and empirical research to examine how teacher leadership has been understood and what research both internationally and locally has revealed on how and why teachers respond to teacher leadership the way they do. The review includes definitions of teacher leadership, how teacher leadership can make a difference, barriers to teacher leadership. The chapter also gives a brief discussion of educational reform in South Africa with special focus on leadership and management. The gaps and silences in South African policies and documents and roles of senior and master teachers follow. The chapter also includes the conceptual framework for the study, namely: teacher leadership and distributed leadership theory. I also draw on the concepts of culture in trying to understand how it can inhibit or enhance teacher leadership. Grant's (2006) four zones of teacher leadership and teacher roles will be discussed.

2.2   UNDERSTANDING TEACHER LEADERSHIP

Teacher leadership is still an emerging concept in South Africa even though it is a well known concept in other countries such as Canada and the United States of America. International and national literature show that there are many competing definitions of teacher leadership by Fullan and Hargreaves (2000),

Katzenmeyer and Moller (2001), Wasley (as cited in Muijs and Harris, 2003, p. 438), York-Barr and Duke (2004), Forster (as cited in Murphy, 2005, p.4) and Grant (2006). To form the basis for this study, four definitions were selected:

Katzenmeyer and Moller (2001, p. 5) define teacher leadership as 'Teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice.' Wasley (as cited in Muijs and Harris, 2003, p. 438) develops this definition further by stating that teacher leaders have 'the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader.' Whilst Forster (as cited in Murphy, 2005, p.14) defines teacher leadership as 'a professional commitment and a process which influences people to take joint actions towards changes and improved practices that enable achievement of shared educational goals.' York-Barr and Duke's (2004) definition of teacher leadership, encapsulates the above definitions and involves three intentional developmental foci: individual development, collaboration or team development and organisational development. They state that:

'Teacher leadership is a process by which teachers, individually or
collectively influence their colleagues, principals and other members of the
school community to improve teaching and learning practices with the aim
of increased student learning and achievement.' (pp. 287-288)

Drawing from all four definitions, I formulated my own definition of teacher leadership to inform my research study:

Teacher leadership is a collective form of leadership whereby teachers
lead and work collaboratively with their colleagues in formal and
informal ways both within and beyond the classroom towards improved
educational practices and student achievement.

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I concur with Gronn (2000, p.333) that whatever definition of teacher leadership one chooses to adopt, its emphasis is on collective action, empowerment and shared agency which implies that all organisational members can lead and that leadership is a form of agency that can be distributed or shared.

2.3 HOW TEACHER LEADERSHIP CAN MAKE A DIFFERENCE

Seasoned teachers with many years of teaching experience and expertise in their subject areas are valuable resources in schools. Schools can benefit by involving such teacher leaders in accomplishing its vision for change. Teacher leaders as facilitators can spread and strengthen school reform. Schools will only improve when individual teachers change their behaviour, attitudes and beliefs to take on leadership roles. Katzenmeyer and Moller (2001, p.2) state that 'within every school there is a sleeping giant of teacher leadership which can be a strong catalyst for change. By using the energy of teacher leaders as agents of school change, the reform of public education will stand a better chance of building momentum.'

Teacher leadership is not an individual enterprise but contributes to shifting the leadership role from one person such as the principal to a community of teachers working as professionals committed to improving educational practices. Smylie and Hart (1999) concurs by saying that what is needed is a shift from a single person, role oriented view to a view of leadership as an organisational property shared among administrators, teachers and perhaps others. Teacher leadership redefines school leadership from a single person role-orientated view to a view of leadership being shared and distributed throughout the organisation. Harris and Muijs (2003) state that teacher leadership equates leadership with agency, focusing upon the relationships among people and crossing organisational boundaries. It sees leadership not as a role or function but as a dynamic relationship between individuals within an organisation. Teachers working together can reshape the culture of the school from one of dependency to a

collaborative culture that supports teacher leadership. Teacher leaders by being approachable and willing to share and learn from others can easily influence others to take on leadership roles. As Little (1998, p.84) states: 'teachers who lead leave their mark on teaching'. By their presence and their performance, they can change how other teachers think about, plan for and conduct their work with students. Teacher leadership in formal and informal ways can build professional communities by teachers talking openly about their students and problems, discussing pedagogical approaches, making changes together, engaging in different strategies and practices and sharing their ideas with their colleagues through collective discussion (Lieberman and Miller, 2004).

Teacher leaders can also make a difference in their own lives. From an international perspective Katzenmeyer and Moller (2001) state that by teacher leaders helping other teachers as teacher trainers, peer coaches and curriculum specialists they can improve their own skills and provide themselves with opportunities to examine their own practices while helping others to learn. In South African schools with the demands of the National Curriculum Statement, planning and preparing lessons according to learning outcomes and assessment standards can be quite time consuming and challenging for teachers. Further, the shift away from solely relying on textbooks as teaching resources mean that teachers have to become resourceful in various ways. By teachers networking with other teachers at school and in other schools they can build a rich resource of teaching material. Teachers who are experts in their subject areas have the knowledge and skills to guide and mentor newly appointed teachers in lesson planning, drawing up of work schedules, sharing of resources, setting of assessments, and buddy teaching. In South Africa, the introduction of the Integrated Quality Management System (IQMS) encourages teachers to work outside the classroom with teachers participating in performance evaluation of other teachers. A leadership role is extended to teachers creating opportunities for teachers to share ideas and provide input on teaching and learning when evaluating their peers.

The implementation of IQMS introduced new concepts such as senior and master teachers in South African schools. As veteran teachers senior and master teachers, with experience and expertise can serve as a formal mentor or informal 'buddy' and assist new and beginning teachers with critical issues such as curriculum planning, classroom organisation, parental involvement, instructional delivery, assessment and coping with stressful situations (Hirsh,1997). Lieberman and Miller (2004) state that teacher leaders can lobby for meaningful professional development that draws on the experience, expertise and wisdom of veteran teachers to inspire and support novice teachers. Such working relationships among teachers promote professional learning communities that will encourage newly appointed teachers to remain in the profession. A study by Lieberman, Saxl and Miles (1998) pinpointed the skills that teacher leaders developed, such as building trust and rapport, making an organisational diagnosis, using resources, managing the work and building skills and confidence in others. The concept of learning in practice is fundamental to teacher leadership as Lieberman and Miller (2004) state that learning is more social, collaborative and context dependent with people learning from others in particular ways and through practice.

One of the problems that schools face not only in South Africa but in other countries such as the United States as stated by Katzenmeyer and Moller (2001) is teacher shortages due to teachers retiring, teacher migration, shortage of Maths and Science teachers, HIV/AIDS, or teachers resigning from the profession for better salaries. Even new teachers do not remain in the profession for long. Other factors such as teacher isolation, the absence of career ladders, low salaries and lack of leadership responsibilities contribute to this attrition (Katzenmeyer and Moller, 2001). By restructuring the school as a workplace and creating time for teachers to work in collaboration with other teachers can lead to more job satisfaction. This in turn, may encourage seasoned teachers to remain in the profession with opportunities to mentor and may encourage newly

appointed teachers to remain in the profession. Even teachers who are resistant to change will see the successes of teacher leaders and adopt their ideas. Teacher leaders are no experts but require opportunities to develop leadership skills such as communication, facilitation and organisational change theory (Moller, Childs-Bowen and Scrivner, 2001). Through staff development programmes and in-service training teachers can develop these leadership skills. The writers further argue that if teachers are to be empowered with decision-making opportunities and to engage in establishing school wide goals, it is crucial that they understand the big-picture issues surrounding school reform. Too often teachers with teaching expertise in their subject areas such as subject heads are asked to move from the isolation of the classroom to work with adults without additional knowledge and skills necessary for this type of collaboration. Also to make an impact on teaching and learning, teacher leaders require access to information from principals and research for quality decision-making inputs around teaching and learning. Developing teacher leadership in South African schools will make difference to the quality of teaching and learning as teachers will no longer work in isolation but through interaction with other teachers both within and beyond the school they will broaden their knowledge and expertise in their subjects. Learners will be recipients of such knowledge which will aid them in improving their performances in assessments. Currently, not only matric learners write common tests or examinations but also grade eleven learners who write the national examinations in certain subjects.

2.4   BARRIERS TO TEACHER LEADERSHIP

A recent research undertaken by a tutor group showed many schools in South Africa to still be bureaucratically and autocratically organised with top down structures as major impediments to the development of teacher leaders (Grant, 2006). This research showed that SMTs feel threatened by their colleagues' ideas, leading to SMTs overloading themselves with leadership roles. The research also showed teachers resistant to change as many of them still believe

that it is the principal's role to lead and the teacher's role to follow and obey. Teachers see taking on extra tasks as burdensome and some are too afraid to take initiatives. An international study of 17 teacher leaders undertaken by Lieberman, Saxl and Miles (2000) showed teachers taking leadership roles were isolated from their colleagues.

Another research study by Smylie and Denny (1990) of 13 teacher leaders in a district concluded that organisational factors such as the lack of time to adequately perform their leadership function, made it difficult for teachers to perform new tasks assigned to them. In a local research by Rajagopaul (2007) in three Pietermaritzburg schools showed teacher reluctance in engaging in leadership roles because it is too time consuming and impacts heavily on their personal lives. The teachers felt that time should be set aside during school hours for teachers to meet. Teachers also complained about their enormous workload. Teachers felt that the teaching hours should be reduced and time allocated in the timetable for meetings, staff development and planning. Similarly Bartlet (as cited in Lieberman and Miller, 2004, p. 19) in her study of teacher leaders in two reforming schools found that in one school, although teachers took powerful teacher roles, they lost much of its leadership because they found that they could not teach and lead at the same time as it took too great a toll on their personal and professional lives. Although the will and support for teacher leadership were there, the structures, time and distribution of work were not.

Wasley (1991) in her in-depth international study of three teacher leaders each with a different focus, geographical location and roles shared common problems such as difficulty in working within bureaucratic systems, lack of incentives for teachers to assume new roles and teacher resistance to becoming involved in reform efforts. Wasley concluded that for teacher leadership to become a reality, teachers must be given real support for their work and that school culture be altered to accommodate these new roles. The lack of support for teachers to engage in leadership roles can impede on their motivational levels to become

teacher leaders. Katzenmeyer and Moller (2001) assert that supporting teacher leadership means understanding the concept, awakening the understanding of teachers themselves to their leadership potential, and then providing for the development of teacher leadership. Another local research by Singh (2007) in two primary schools in Pietermaritzburg, showed that leadership activities were delegated by the SMTs and the culture at both schools was contrived. Both local and international research revealed similar findings such as time constraints, work loads, bureaucratic systems and lack of incentives to negatively impact on teachers' motivational levels to engage in leadership roles.

The findings of research on teacher leadership encouraged me as a researcher to carry out an in-depth study at the chosen site to determine if these barriers were also prevalent at the school and to find out what other factors might pose barriers to teacher leadership at the school. Research studies and literature readings show that as much as school culture and structure may militate against the development of teacher leadership, teachers themselves can create barriers to their own development as teacher leaders. While this may be prevalent in many schools in South Africa, I believe that there are teachers who are eager and willing to expand their abilities and engage in leadership roles provided opportunities are available for them and they are supported by their colleagues and the SMT.

2.5   EDUCATIONAL REFORM IN SOUTH AFRICA

In South Africa, over the past decade, the management of schools and the roles of principals as implied in the new educational policies have changed considerably due to changes in education. In the apartheid era schools were governed along hierarchical and autocratic lines to ensure that the curricula engineered by the apartheid government for the different race groups were implemented rigidly. School principals, being accountable to school inspectors who frequently visited schools, managed schools rigidly in bureaucratic ways.

Changes towards decentralisation and site-based management of schools increased managerial responsibilities and accountability of the school management team. The new educational policies that will be discussed in the next section made new demands on principals to put necessary systems and structures in place to ensure quality teaching and learning in schools. Principals are expected to work in democratic and participatory ways with the school governing body, teachers, parents and learners. The task of the SMT according to Kruger (2004) is to lead and manage the school as an organisation in such a way that effective teaching and learning can take place. Kruger further states that the policy changes conferring greater management powers to the school require a new mindset and array of management skills. This means that the SMT should move away from a hierarchical approach to one that fosters co-operation among all stake holders. The core business of schools is teaching and learning and the task of the SMT is to ensure that educators are able to carry out their instructional and classroom management activities for effective learning to take place.

From my experience, teachers in the past dispensation, worked mostly in isolation in the implementation of the curriculum. Curriculum transformation to the National Curriculum Statement (NCS) is in keeping with the Constitution of a democratic South Africa to heal the divisions of the past and to build a society along democratic values. The social transformation in education aimed at ensuring that the education imbalances of the past are redressed and that equal opportunities are provided for all sections of the population (Department of Education, 2003, p. 2).

The goals of educational reform in South Africa as encapsulated by Calitz (2002, p. 15) include democratic governance, decentralisation of decision-making to the local level, school-based negotiation and stake-holder participation. Such goals imply a different mindset of leadership skills on the part of school principals and teachers. Schools need to recreate themselves as learning organisations and

move away from being bureaucracies of control and constraint and steer themselves forward towards one of empowerment with leadership being distributed throughout the school. Fullan and Hargreaves (2000) argue that the focus on teacher development, the creation of curriculum leadership roles, the introduction of mentorship schemes and the growth of school-based management and decision making are examples of the ways in which many schools and education systems are seeking to involve teachers more in the life and work of the school outside the classroom.

In practice, for effective teaching and learning to take place, require teachers to work in collaboration with other teachers outside the classroom and to engage in teaching activities such as lesson preparation, sharing of resources, working as groups in subject areas and mentoring newly appointed teachers, especially locum teachers. Greater leadership roles for example, teacher involvement in decision-making processes such as the restructuring of timetables to meet the needs of learners, be extended to teachers as they have ground level knowledge of educational needs in their subject areas.

Although democratic and participatory ways for the SMT to manage schools are implied in educational policies and documents, in practice not much change has occurred as many schools continue to operate along hierarchical and autocratic lines. I have selected some of the educational policies and documents and will briefly discuss them and highlight the gaps and silences in these policies.

2.5.1 South African policies and documents: gaps and silences

Despite the aims and goals of educational reform in South Africa, teacher leadership is not established in most schools even though it is implied in South African policies and documents such as the Norms and Standards for Educators (2000), Employment of Educators Act 76 of 1998, and the Curriculum Management Guide (2008).

The Norms and Standards for educators outline the seven roles for educators with one of them being that of a leader, administrator and manager. The policy states that the educator will make decisions appropriate to the level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision-making structures and that these competences will be performed in ways that are democratic. By teachers engaging in decision-making processes implies teachers exercising leadership roles beyond their classroom duties as teacher inputs will not only be subject related, but towards whole school improvement aimed at improving teaching and learning at the school. However, the policy is silent in what leadership roles teachers are expected to engage in towards improving teaching and learning in the classroom and the school. The concept, teacher leadership, is not mentioned in the policy but implied. While this policy outlines the various roles for teachers, its limitation is that it is also silent in the areas in which teachers can provide input during decision-making processes. Consequently, the policy can easily be misinterpreted with teachers only allowed by the SMT to make inputs on minor issues and not on major aspects of running a school that affects teaching and learning at the school.

 The Employment of Educators Act (1998) outlines the core duties and responsibilities of teachers with one of the duties being to take on a leadership role in respect of the subject, learning area or phase 'if' required. The policy does not explain what the leadership roles entail. It alludes to that role being a formal leadership role such as being a subject head. Another gap in the policy is that little provision is made in the policy for teachers to take lead positions in areas outside learning areas and outside the classroom towards improving teaching and learning. The NCS requires teachers to network with teachers in other learning areas towards integration so that teaching and learning is made more meaningful for learners across learning areas. Teachers who have expertise in their subject areas can share their ideas and give assistance to teachers in other

learning areas. For example, an English teacher helping teachers in other learning areas to deal with literacy problems in their classrooms. Although the policy does not clearly define the leadership roles for teachers and the concept of teacher leadership is absent in the policy, it does not stop teachers from engaging in leadership roles. I believe that many teachers do take on leadership roles both within and beyond the classroom. What is lacking in the policy however, is its support for teacher leadership. Also the act refers to teachers 'assisting' the HOD in extra and co-curricular activities by identifying aspects which require special attention and to 'assist' in addressing them but does not make allowances for teachers to take lead positions in extra-curricular activities and in other aspects of running a school. Yet, teachers are talented in coaching learners in sporting activities and in organising and co-ordinating school functions. When teachers do not feel valued members of the school population then the level of teachers' commitment and preparation in their instructional delivery in the classroom will be low and uncaring. When teachers are made to feel as leaders outside their classrooms they feel confident and are more likely to be better leaders within their classroom. Learners look up to teachers as their role models and will be motivated to become leaders themselves when they see the benefits of teacher leaders.

The shortfall in the Curriculum and Management Guide (2008, pp. 4-7) lies in its emphasis on administrative and working objectives of the subject teacher such as keeping of subject files, resource files, lesson preparation, programme of assessments, minutes of subject committee meetings and policies. As much as this is necessary to ensure quality education, no reference is made to the kind of leadership roles that educators are expected to engage in both within and beyond classrooms to effectively manage the National Curriculum Statement such as working relationships with other teachers, mentorship, sharing of resources and teacher development programmes. The duties for subject heads are also outlined in the document. Some of the duties mentioned are holding regular subject meetings, overseeing teacher records, promoting subject clusters

and moderation and evaluation processes for tests and examination. When a teacher is appointed as a subject head, he or she is in a formal leadership position. But the role of the subject head as outlined in the document is more of an 'inspector' to inspect teachers' records and to ensure that teachers are prepared for teaching and learning in their classrooms. Although this is necessary to ensure that teachers are prepared in their lesson planning and delivery, no mention is made on how subject heads can create professional communities within the school. They can mentor, guide and develop teacher expertise in the subject areas to improve the quality of teaching and learning in the classroom such as organising subject workshops. The document should include such leadership roles.

The problem with South African policies and documents is that there is not enough opportunities and encouragement for teachers to exercise their leadership roles outside their classrooms and beyond the school towards improving the quality of teaching and learning. The concept teacher leader is absent in these policies. Little provision is made for teachers to take lead positions in handling major tasks. If educational policies and documents do not promote teacher leadership both within and beyond the classroom by being explicit in teacher leadership roles, then the possibility of teacher leadership becoming a reality in most schools will not materialise. Education policies need to cast off the role of the teacher as a technical and managed worker and create new roles for teachers such as researchers, meaning makers, scholars and inventors (Lieberman and Miller, 2004). Such roles will expand teachers' vision of who they are and what they do.

2.5.2 Roles of senior and master teachers

I have included senior and master teachers in my study because I believe that they are teachers with many years of teaching experience and who received good or outstanding rating in their IQMS (Integrated Quality Management

System) performance evaluation. Senior and master teachers can be valuable assets in improving teaching and learning at the school, especially by giving guidance and mentoring to less experienced teachers such as locum teachers.

In the Collective Agreement No.1 (2008, April, 04 p.6) senior and master teachers are defined as post level one teachers on previous salary levels 8 and 9 respectively. To become a senior or master teacher a teacher must progress to the applicable notch and must have performed at the level of 'good' or 'outstanding' in terms of IQMS. Teachers with M+3 (a teaching diploma) and M+4 (a teaching degree or higher diploma) qualifications could be appointed as senior or master teachers but with a different salary scale.

The Collective Agreement No.6 (2006, pp. 1-6) outlines the core duties and responsibilities of senior and master teachers. Six roles are outlined in the document: teaching, co-curricular and extra-curricular, administrative, interaction with stake holders, communication and mentoring.

Firstly, in teaching, to fulfil all the duties of level one educators with an additional leadership role in respect of the learning area or phase if required. Secondly, to assist the SMT in organising co-curricular and extra curricular activities and to assist in learner counselling and guidance, careers, discipline and general welfare of learners. Thirdly, to perform non-teaching administrative duties such as: stock control, fire drills, administering first aid, timetabling, collection of monies, staff welfare and being a secretary to general staff meetings. Fourthly, to participate in educator appraisal processes to review regularly their professional practice with the aim of improving teaching, learning and management. Also, to contribute to the professional development of colleagues by sharing knowledge, ideas and resources; to remain informed of current developments in educational thinking and curriculum development and to participate in the school's governing body.

Fifthly, to interact with stakeholders such as collaborating with educators within the school to maintain good teaching standard and progress. Also to collaborate with educators of other schools in organising extra and co-curricular activities, to meet with parents, to participate in departmental committees, seminars and courses to update one's professional standards and to maintain contact with sporting, social, cultural and community organisations. Lastly, to act as a mentor and coach for less experienced teachers, to act as head of a subject, phase or grade as support to the HoD. The roles for senior and master teachers are the same except an extra role is added for master teacher which is to engage in management tasks in support of the SMT.

There are many leadership roles that senior and master teachers can engage in both within and beyond the school, yet in practice this is not happening in most schools as teachers and principals are unaware of the leadership roles for senior and master teachers. Quite often circulars are handed to schools without being workshopped with teachers and principals. Consequently, there seems to be a gap in policy formulation and policy implementation in schools. Also teacher leadership roles are clearly stipulated in the policy but the concept teacher leaders is not mentioned.

2.6   CONCEPTUAL FRAMEWORK

I will use the concepts of distributed leadership theory, school practices and culture and Grant's (2006) four zones of teacher leadership as lenses to look at how teacher leadership is understood in the study and whether or not it takes place at the school. Also the conceptual framework will be used to analyse data.

2.6.1   Teacher leadership and distributed leadership theory

To steer the way for teacher leadership to emerge and develop a different kind of leadership is required in South African schools. Top-down management

structures hinder the development of distributed leadership and inhibits teacher autonomy and teachers engaging in leadership roles at school. Spillane (2005) argues that school principals, or any other leaders for that matter, do not single-handedly lead schools to greatness. Just as school management requires principals to change their mindset and to use an array of management skills, so too, leadership involves an array of individuals with various tools and structures. A shift from autocratic and bureaucratic ways of leading towards a distributive form of leadership is therefore necessary in schools. In practice distributed leadership means giving teachers the opportunity to lead and to take responsibility for the areas of change of most importance to the school (Harris and Muijs, 2003). Such a view of leadership implies a redistribution of power and realignment of authority within the organisation.

Coleman (2005) argues that despite the underlying assumption in most models of leadership theories there is one main leader in each school, and that there is a growing belief that leadership should and can be shared throughout an organisation, towards a distributed form of leadership which is a collective leadership of teachers working together to improve classroom and school practices. This means that leadership roles should not be imposed on teachers and that teachers must be given the choices on what aspects to lead. Wasley (1991) reiterates that teachers need to be involved in the process of deciding on what roles if any, they wish to take on, and must then feel supported by the school's administration in doing so. In addition, teachers in both formal and informal roles of leadership should make their own choices in choosing teachers that they can meaningfully work with.

Whilst some scholars may call a collective form of leadership distributive leadership, Ash and Persall (2000) refer to such leadership as formative leadership which is based on the belief that there are many leadership possibilities and many leaders within the school. Formative leadership theory is based on the concept of the teacher as a leader and the principal as the leader of

leaders. As the chief learning officer (CLO) the principal should spend time with teachers in and out of the classrooms, to engage in conversation about teaching and learning. Such an interaction between the principal and teachers will create a school culture that is open and inviting and in such an environment teacher leadership and distributed leadership are more likely to emerge. While the new roles for teachers require them to work beyond the classroom, the new roles for principals mean that they can no longer manage schools from the confines of their offices.

Distributed leadership, according to Harris (2005) implies a redistribution of power and a realignment of authority within an organisation. To achieve collegial ways of working, principals and SMTs in South African schools must be willing to relinquish their power by shedding off some of their responsibilities in major tasks to teachers who are willing to expand their leadership abilities. Distributed leadership implies a social distribution of leadership with teachers working as multiple leaders in groups, teams or committees in school related activities such as mentoring, leading workshops and getting involved in action research.

Teacher collegiality and collaboration can generate meaningful change in schools. Harris (2005) states that collaboration is at the heart of teacher leadership and is premised upon change that is enacted collectively. More teachers will feel motivated when they see the benefits of distributing power throughout the school. Only then, as Grant (2006) states, will the fixed leader-follower dualisms be abandoned in favour of multiple, emergent, task-focused roles. Distributed leadership abandons the dualisms of leader and follower towards a more shared form of leadership that is stretched over many leaders in a school. At the same time teachers need to make the mind-shift from followers to the role of teacher leaders. According to Muijs and Harris (2003) distributive leadership theory de-centers the leader. This view of distributed leadership requires schools to subscribe to the view that leadership resides 'not solely in the individual at the top, but in every person at entry level who in one way or another,

acts as a leader' (Goleman, 2002, p. 14). Gronn (as cited in Muijs and Harris, 2003, p.439) states that leadership should be 'more fluid and emergent rather than a fixed phenomenon.'

Distributed leadership is often used interchangeably with 'shared leadership', 'team leadership' and 'democratic leadership' (Spillane, 2005). While some scholars use distributed leadership to involve multiple leaders, others argue that leadership is an organisational quality. Spillane (2005) argues that distributed leadership is first and foremost about leadership practice rather than leaders or their roles, functions, routines and structures. Also that distributed leadership practice is viewed as the interactions between people and their situation. Such a view of distributed leadership sees leadership as involving multiple leaders both in formal and informal leadership positions and the interactions among them. Similarly, Gronn (2003b) states that in practice, distributed leadership means that teachers with varying levels of experience and capability, along with their formally designated managers (such as principals and deputies), constitute a critical mass or potential pool of leaders.

Harris (2002, pp. 1-2)) refers to two research studies in England on successful school leadership which have reinforced the importance of distributed leadership practice in sustaining school improvement. The first research study was commissioned by NAHT (National Association of Head Teachers) in 1991 to examine successful leadership practice in schools and the second research study funded by the NCSL (National College for School Leadership) in 2001 explored successful leadership in schools facing challenging circumstances. Both studies showed that successful heads recognised the limitation of singular leadership approach and saw their leadership role as being primarily concerned with empowering others to lead. The evidence from the NAHT research study pointed towards a form of leadership that was distributed through collaborative and joint working. The second research study in ten schools showed that the heads used a number of strategies for distributing leadership such as involving

others in decision-making, allocating important tasks to teachers and rotating leadership responsibilities within the school. Also the heads put in place systems and incentives to ensure this happened. Much of their success was attributed to their personal values that included modelling and promotion of respect for individuals, fairness and equality and caring for the well-being and development of students and staff. Furthermore, the heads distributed leadership activity through redistribution of power within the organisation and gave those who did not occupy formal leadership positions responsibility for major and important development tasks.

Various views on distributive leadership open up possibilities for all teachers to become leaders as all teachers have the ability and capability to become effective leaders. Distributive leadership sets the stage for teacher leadership to emerge and to flourish in South African schools. Distributive leadership theory became the lens through which I carried out my research and analysed my research findings. The purpose of my research is not only to determine whether leadership is being distributed at the school but also to examine how it is distributed.

2.6.2 School culture and practices

I also used the concepts of school culture in the study to understand how it can inhibit or enhance teacher leadership at the school. School culture embodies the informal features of an organisation and can be best described as 'the way we do things around here' (Bush and Anderson, 2003, p.89). It focuses on the values, belief and norms of people in the organisation and how these individual perceptions coalesce into shared organisational meaning. Culture includes the values, beliefs, traditions, ceremonies, rituals and myths that have been formed over the course of the school's history. It is this system of meaning that often shapes what people think and how they act (Stolp, 1994). Culture therefore relates to patterns of behaviour in an organisation.

School practices and culture can to a large extent exert a powerful and negative sway to the development of teacher leadership in schools. A school culture that militates against teacher leadership is a culture where change is resisted by both the SMT and teachers in a school. In South African schools, situations may rise where the SMT is unwilling to relinquish their leadership roles because they feel threatened by teachers who may do a better job than them. Similarly, in school cultures where collegiality is contrived and teachers do not make inputs at staff meetings and at other decision-making processes, will result in teachers being frustrated and unwilling to participate in school activities. On the other hand teachers themselves may be unwilling to change their mindset and make attempts to expand their abilities, especially seasoned teachers who feel they have done their fair share of work. In such an environment a dependency culture emerges when teachers wait to be given tasks and do not take any initiatives on their own. When conflict is allowed to divide the staff whereby teachers who take the initiatives are ostracised by their colleagues and isolated, then teacher leadership will be inhibited at such schools as teachers will not feel motivated to engage in leadership roles. Kilcher (1992) states that situational dynamics have broad influence on teacher leadership initiatives and teacher leadership work. This study will look at the social dynamics among teachers and among teachers and the SMT to make sense of school culture and to evaluate whether it promotes or hinders the development of teacher leadership.

School culture being an elusive concept is difficult to change. Nias, Southworth and Yeomans (as cited in Bush and Anderson, 2003, p.97) suggest that principals are founders of their school culture. In reference to their two case studies they found that the new principals dismantled the existing culture in order to create a new one based on their own values. According to Murphy (2005) the greatest influence in teacher leadership is the principal. This is supported by Barth (2001) who explains that principals are crucial to the health and performance of teacher leaders. Ash and Persall (2000) state that to create an

organisational culture that supports leadership opportunities, requires principals to have an altogether different set of leadership styles than have previously been necessary. Ash and Persall and Harrison and Lembeck (1996) argue that principals must create an environment that supports collaboration among teachers, provide time for teachers' professional development and recognise rewards and celebrate the concept of teacher leader. Also teachers need time to work as leaders and to be released from direct supervision of students to engage in learning and leading with their colleagues.

Furthermore, Stoll and Fink (1995) state that to develop teacher leadership needs supportive school cultures and communities based on trust, respect, optimism, intention and action. According to Shen (1997) teachers want to work in school settings where they are valued and engaged in substantive collaborative work. Open communication, trust and rapport within a culture that accepts conflict as inevitable supports teacher leadership. This can result in the highest level of teacher retention. It is therefore incumbent for the SMT to exhibit leadership styles that are instructional, transformational and democratic to create an organisational culture that encourages and supports collaborative and collegial ways of working.

By principals welcoming teacher inputs at staff meetings and engaging teachers in the decision-making processes will help create a culture that will enable teacher leadership to develop. Also by creating a climate of trust, eliminating fear of failure and by encouraging innovation from teachers can promote teacher leadership at the school. I believe the first step towards promoting teacher leadership is that principals should identify competent, credible and approachable teachers and then build on their leadership capacity by providing the necessary resources, support and giving teachers access to information so that their involvement in the decision-making process is an informed one. Teacher leaders can exert their influence over other teachers to join in.

Consequently, teacher quality and student achievement will improve and school reform efforts will stand a better chance of working.

I also believe that not only principals solely but teachers themselves are responsible for the support of teacher leadership in their schools. As Katzenmeyer and Moller (2001) state that the giant cannot be awakened without teacher leaders inviting others to join together in a community of leaders. By establishing collaborative relationships among faculty members, they begin to take the first steps toward establishing an environment in which teacher leadership can thrive. Little (1990) identifies joint work such as team teaching, planning, observation, action research and mentoring as the strongest form of collaboration. Little says that joint work implies and creates stronger interdependence, shared responsibility, collective commitment and improvement. According to Fullan and Hargreaves (2000, p. 66) 'collaborative cultures are to be found everywhere in the life of the school: in the gestures, jokes, glances that signal sympathy and understanding; in hard work and personal interest shown in corridors or outside classroom doors; in birthdays, treat days and other little ceremonial celebrations; in the acceptance and intermixture of personal lives with professional ones and in sharing and discussion of ideas and resources.' With such a culture failure and uncertainty are shared and discussed with a view to gaining help and support. The social relationships of teachers within the school can encourage or inhibit teachers who are willing to take on leadership roles.

Other than the principal, teachers can also reshape the culture of a school by altering the ways in which they interact with their colleagues. Teachers can according to Richardson (2001) influence the direction of a school's culture. Yet such a process cannot be achieved overnight but must be seen as an evolutionary process underpinned by a new and broader understanding of leadership, in particular, teacher leadership. In addition, Grant (2006) maintains that teachers, principals and schools need time to develop the knowledge, skills and values necessary for distributed leadership and teacher leadership to

become a reality. To begin with, individual teachers need to become more aware of their capacity to be teacher leaders and to break down the walls that isolate them from working with their colleagues. Lambert (1995, p.33) states: 'leadership like energy is not finite, not restricted by formal authority and power; it permeates a healthy school culture and is undertaken by whoever sees a need or an opportunity.' My study aims at understanding school culture and practices by spending considerable time at the school to observe social dynamics between teachers and their colleagues and between the SMT and teachers. How people in an organisation work with one another and the different ways in which they interact both formally and informally shape the culture of the school. School culture to a large extent can hinder or promote teacher leadership at the school.

2.6.3 Four Zones of Teacher Leadership

In determining the level of teachers' understanding of teacher leadership in my study, I applied Grant's (2006, p. 525) four zones of teacher leadership and the roles of teacher leaders towards understanding teacher leadership in South Africa. Using the four zones will enrich my analysis as I will be able to locate the areas in which teachers do engage in leadership roles and where it is lacking.

In the first zone teacher leadership exists within the classroom during the teaching and learning process. The focus of the leadership role is to continue to teach and to improve one's own teaching. This means that teachers have to reflect on their teaching practices and to find ways in which they can develop themselves professionally towards improving teaching and learning.

Teacher leadership in the second zone exists between teachers outside the classroom when they discuss curriculum issues and work together in order to improve their teaching and learning. The leadership roles include providing curriculum development knowledge, leading in service training and assisting other teachers. In South African schools these leadership roles can be seen as a

need in the implementation of the NCS. The NCS requires teachers to work as teams in subject committees to design learning programmes, to share resources, to review learners' performances in tests and examinations and to seek ways in which to bring about meaningful change in improving learner performance. The leadership role is teacher participation in performance evaluation of teachers such as IQMS with the aim of providing useful feedback to teachers to improve their teaching practices. It is also necessary for teachers to participate in extra-curricular activities, to be more involved in the holistic development of learners outside the classroom such as being on sport committees, debate committees, cultural committees and other school related committees.

The third zone extends beyond separate learning area foci into whole school planning, development and school wide decision-making. Teachers' roles are organising and leading peer reviews of school practices and participating in school level decision-making. Teacher participation includes teacher involvement in school fund-raising, school development teams, being teacher representative on the school governing body, and overall well-being of the school.

The fourth zone exists beyond the school boundaries into the community and between neighboring schools with teachers providing curriculum development knowledge, in-service training and assisting teachers in other schools such as schools working in clusters with teachers sharing resources and ideas in subject areas.

The four zones of teacher leadership and the various roles of teacher leaders outlined by Grant (2006) will be used to analyse my findings to determine how teachers understand and respond to the concept of teacher leadership, and to find out in which zones teachers engage in leadership roles.

2.7 CONCLUSION

The literature review explored definitions of teacher leadership from which I devised my own definition of teacher leadership which guided the study. It also discussed how teacher leadership can make a difference and argued the need for teacher leadership to steer the change processes in schools. Various barriers to teacher leadership were drawn from other research studies to determine if the same barriers emerged in the study. A brief discussion on educational reform in South Africa followed and placed in context the new policies and documents. In such documents teacher leadership is implied, however in practice this is not happening in most South African schools. Various policies and documents were discussed and the gaps and silences in these documents were highlighted such as the roles of senior and master teachers. The conceptual framework that will be used for analytical purposes to make sense of the research findings are: Teacher leadership and distributed leadership theory as these theories are inextricably linked, how school practices and culture can inhibit or enhance teacher leadership and Grant's (2006) four zones of teacher leadership.

The next chapter will focus on the research methodology and design of the study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

In this chapter the research methodology and design are explained by presenting an outline and discussion of the research aim and questions, the research paradigm, an explanation of the data collection and analysis procedures. The chapter concludes with the limitations of the research study.

3.2 RESEARCH AIM AND QUESTIONS

As I previously mentioned in chapter one, my research aim was to explore teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles at school.

The critical questions that guided my research study are the following:

1. How do level one educators understand and respond to the concept of teacher leadership?
2. To what extent do school practices and culture promote or hinder the development of teacher leadership?
3. How do teachers' perceptions of their own roles and responsibilities as level one educators inhibit or enhance their leadership roles at school?

3.3 RESEARCH PARADIGM

Since this research study explored teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles, interpretivism with a qualitative approach was a relevant theoretical framework for this study. The study was interpretive as it strived to comprehend how teachers in their naturalistic settings understood and responded to the concept of teacher leadership and the contributing factors which explained their motivational levels. It was qualitative as rich in-dept data was collected using multi-methods including interviews and observations. This study was therefore positioned in the field of social science.

Cohen *et al.* (2007) state that the central endeavor in the context of the interpretive paradigm is to understand the subjective world of human experience. Nieuwenhuis (2007) adds that human life can only be understood from within, that is, to understand how people interpret and interact within their social environment. Henning (2005) refers to this as the researcher gaining insider knowledge. The ontological view of reality from the qualitative perspective is that reality is a social construction and truth is therefore a subjective phenomenon as the research is an interactive relationship between the researcher and the participants and between the participants and their experiences and how they construct reality based on those experiences (Nieuwenhuis, 2007). Also by linking why participants say this or act in this way with other human events will enable a better understanding of reality.

Through close interactions with participants my role as an interpretive researcher was to make sense of the participants' life-worlds by interacting with them and to clarify the meanings they ascribed to both their perceptions and motivational levels to be teacher leaders. The epistemology of how one knows reality and the method of knowing the nature of reality will be qualitative and derived from the stories, experiences and voices of the respondents by using

multi-methods of gathering data (Nieuwenhuis, 2007). In qualitative research even the researcher becomes the instrument through which the data is collected.

I will construct knowledge not only through observable phenomena but also by descriptions of people's intentions, beliefs, values and reasons, meaning making and self-understanding (Henning, 2005). As a qualitative research, this study was also concerned with understanding the social and cultural contexts which underlie teachers' perceptions and motivational levels and was most concerned in exploring the 'why' questions of research (Nieuwenhuis, 2007). Furthermore, as this study was a small-scale qualitative case study in one school, the emphasis was on the quality and depth of information rather than the breadth of information.

3.4   QUALITATIVE STUDY

According to Creswell (as cited in Ivankova, Creswell and Clark, 2007, p.257), the goal of qualitative research is to explore and understand a central phenomenon which is the concept or process explored in a qualitative research study. This study is an exploration into teachers' perceptions and understanding on the concept of teacher leadership. The study also aimed at understanding the factors that contribute to teachers' motivational levels to engage in leadership roles.

The research fell within the interpretive paradigm and was qualitative in nature as it aimed to capture rich in-depth data for analytical purposes. The research required spending a great deal of time at the site by interacting with participants by asking them open-ended questions to allow them to express their views and experiences on teacher leadership. Observation notes were taken during the formal and informal visits to the school on the social dynamics among teachers and the SMT during school-related activities.

3.5   CASE STUDY APPROACH

The general methodological strategy of the research is that the proposed research was a small scale case study in a high school in Newcastle, KwaZulu-Natal. I chose a single school for the case study to carry out an in-depth study on teacher leadership. The study explored teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles at the school. I chose six participants from the school to gain insight on whether the school promotes or hinders teacher leadership.

A case study approach was most appropriate for this research as it aimed at gaining an understanding of teachers' attitudes, views and standpoints on the issue of teacher leadership as well as the factors that contributed towards their attitudes. Merriam (1998, pp. 29-30) characterises the qualitative case study as being *particularistic* as it focuses on a particular situation, it is *descriptive* in presenting a rich, thick description of the phenomenon under study and it is *heuristic* as it illuminates the reader's understanding of the phenomenon under study, and leads to the discovery of new meaning. In addition, Cohen, Manion and Morrison (2007) state that case studies can establish cause and effect, that is, they observe effects in real life contexts recognising that contexts are a powerful determinant of both causes and effects. Also case studies recognise the complexity and embeddedness of social truths. It can represent something of the discrepancies or conflicts between the viewpoints held by participants (Bassey, 1999).

Neuman (2003) states that in case studies the researcher uses the logic of analytic induction by considering the specific context of the case and examines how its parts are configured. In deciding the sources of data, I had to consider the best-fit approach between the critical research questions and the research instruments which will aid in gathering the information I needed. A multi-method approach using individual interviews, a focus group interview, observations and

document analysis were used to capture insider knowledge. Case studies also rely on multiple sources of evidence with data needing to converge in a triangulating fashion.

3.6   SAMPLING

3.6.1 Choice of school

The study was undertaken in one secondary school in Newcastle in KwaZulu-Natal. I used purposive sampling in choosing this school for my research study because I taught previously at this school four years ago and I have colleagues at the school with whom I feel comfortable to work with. The school has undergone changes with staffing over the past four years and many locum teachers have since been employed. I believe the school to be a resilient school and was looking forward to carrying out my research at the school without my prior experiences influencing my research in any way. Convenient sampling was also used in selecting this particular school as it is close-by to my school and it would be convenient for me to carry out my observations at the school during school hours. Also I am interested in finding out what leadership roles senior and master teachers engage in as this is an unexplored area in research. I chose this school as a case study because I knew there were senior and master teachers at the school and I wanted to understand how the school engaged with such teachers and how they themselves understood their roles to be.

3.6.2 Choice of participants

In choosing the participants, purposive sampling was used. Nieuwenhuis (2007) states that purposive sampling is usually used in qualitative research since participants are selected because of some defining characteristics that make them the holders of the data needed for the study. The participants I included in my study were six level one educators each with more than 14 years of teaching

experience. The motivation being that they have many years of teaching experience to reflect on and I wanted to include senior teachers and master teachers in my study to determine whether the status of these teachers had any bearing on them engaging in greater formal and informal leadership roles at the school. Of the six participants, two male teachers and four female teachers were chosen, one male educator being a master teacher and three female teachers being senior teachers at the school. A brief profile of each participant follows:

Teacher A, is a female, Indian teacher with 24 years of teaching experience. She teaches Afrikaans up to grade 12 level and is currently put in the formal leadership role as a subject head for Afrikaans. She is now a senior teacher. Teacher B is a female, Indian teacher in her twentieth year of teaching. She is a senior teacher who has completed her B. Ed. Honours degree. She is the only senior Life Sciences teacher at the school who teaches all the matriculant (matric) classes Life Sciences. She has past experience of being a subject head. Teacher C is a male Indian teacher with 23 years of teaching experience. He teaches Life Orientation up to matric level and currently holds the position of a master teacher. He was not appointed as subject head at the school. Teacher X is a female, Indian teacher with 21 years of teaching experience. She teaches English up to matric level. She is currently the subject head for English. She is a senior teacher and is currently studying for her B. Ed Honours degree. Teacher Y is a male African teacher with 15 years of teaching experience. He teaches grade 11 and grade 12 Geography. He is the subject head for Social Sciences. He is a level one educator, not yet a senior teacher. Teacher Z is a female, African teacher with 16 years of teaching experience. She teaches IsiZulu from grades 8 to 10 and Arts and Culture in Grade 9. She is not yet a senior teacher and has not been appointed as a subject head.

3.7   GAINING ACCESS

Letters requesting permission and consent for access to conduct this study at the school were hand-delivered to the principal (Refer to Appendices 1 and 2) after school. I briefly outlined my study to the principal and my interest in the topic of teacher leadership. The access letter detailed the nature and purpose of this study while also explaining reasons for choosing the particular school as a suitable research site. It was not difficult to obtain permission from the principal. I explained that as a former employee of the school, I chose this school for my research study due to my professional and good relationship with the staff. The principal was reassured that my prior experiences at the school would not influence my research in any way. My identity, association with the University of Kwazulu-Natal as well as the contact details of my supervisor and a letter from my supervisor were provided to the principal.

 I received a warm reception from the principal. He showed interest in my research topic and granted me permission to undertake the research at the school. I was allowed to meet with each of the participants that same day. I met individually with each participant and briefed them on my research and my interest in including them in my research. All six participants were willing and eager to be part of the study. Consent forms were handed to each participant and were collected during my visits to the school. The access letter detailed the nature and purpose of his study while also explaining reasons for choosing the particular school as a suitable research site. My identity, association with the University of KwaZulu -Natal as well as the contact details of my supervisor and a letter from my supervisor were provided to the participants.

3.8   ETHICAL ISSUES AND CONSENT

 Before carrying out any research at the chosen site, the participants were informed of the purpose of the research and their involvement in the research. It

was also important to highlight the ethical considerations with regard to the research as Maree and Westhuizen (2007) state that an essential ethical aspect is the issue of the confidentiality of the results and findings of the study and the protection of the participants' identity. Participants were informed of the ethical considerations with regard to the research instruments used. They were made aware of confidentiality, anonymity and reassured that the research will not harm them in any way. Letters requesting permission for each of the research instruments and consent forms from the participants were completed before any fieldwork was carried out (Refer to Appendices 3, 4, 5 and 6). The tape recorder and a Multi Player (MP 3) voice recorder were only used once permission was granted from the participants.

3.9 DATA COLLECTION

3.9.1 Context of School

The school is situated in town and has a pupil enrolment figure of 907. There are mostly Indian and African learners at the school. There are 16 permanent level one educators who are state employed and 13 governing body appointed locum educators. The management staff includes the principal, two deputy principals and three heads of department. There are 4 level one educators who hold formal leadership roles as subject heads within the school structure. The school has currently employed 31 Indian educators and 4 African educators. The school has two master teachers and four senior teachers. The school has 1 state paid administration clerk, and 1 additional clerk who is employed by the school governing body.

3.9.2 Piloting the instruments

In piloting the research instrument, I chose the individual semi-structured interview schedule as it was my primary means of data collection that addressed

my first critical question. I used purposive sampling as I chose a level one educator in the language department at my school with whom I was comfortable to work with and who was willing to assist in piloting the research instrument. Piloting the instrument is useful in that it increases the reliability and validity of the interview schedule through feedback from the participant's response to certain questions.

I prepared a semi-structured interview with a list of questions. The interview schedule was divided into two sections. However, there were no predetermined responses expected from the respondent as the respondent could speak freely and as an interviewer I could probe further into questions. The first section included general questions on the teacher's teaching experience, accomplishments, and challenges. By using this indirect approach I hoped to make inferences about the teacher's opinions concerning her job. Tuckman (1992) suggests that the indirect approach is more likely to produce frank and open responses. I also believe that the indirect approach would enable the interviewee to relax. The second section was designed towards more specific questions on teacher leadership. Questions were more on teachers' knowledge, feelings and experiences and behaviour type of questions.

I set a suitable time for the interview in my office when the respondent was free. When conducting the interview I found that the respondent spoke freely when she reflected on her teaching experience and accomplishments. As the questions were of a general nature I found that I had to step in at times and move to the next question as too much of time was being spent on general questions and that I needed more time to cover the questions that addressed the critical question. The specific questions were more thought-provoking questions and I noticed that the respondent slowed down her pace of responding and sometimes asked me to clarify certain questions for her as she was not sure as to what information I was trying to elicit. I marked those questions with an asterisk that needed to be revised. The prompt questions worked well as it steered the respondent in the

direction that I wanted her to respond to and it prevented the interviewee from being side-tracked in her responses. The interview lasted for about thirty five minutes. The pilot research instrument needed to be modified so that the critical research question could be answered more fully. Piloting the instrument was useful as it enabled me to evaluate the effectiveness of the instrument and to sharpen the instrument by identifying those questions that needed to be omitted or modified, especially the general questions that were too many and side tracked the respondent into issues that were not relevant to the study.

I made changes to questions in the first section and included a question on challenges that teachers face in keeping with educational change so that this section could lead into more direct questions on teacher leadership. I felt I had to include more questions that are linked to teacher leadership such as decision-making, teacher collaboration and responses that will give me some idea of the ethos of the school and context in which teachers' work.

3.9.3 COLLECTING DATA

Vithal and Jansen (2006) state that the research methodology and research design should include the following elements: the general methodological orientation, the research parameters for each of the critical questions and the research instruments which are the sources of data.

Data collection techniques included semi-structured face-to-face individual interviews, observations, focus group discussions and document analysis. Interviews were aimed at stimulating responses from level one educators on how they understand and respond to the concept of teacher leadership. Observations both formal and informal were aimed at gaining an understanding of school practices and culture by examining the social interactions between teachers and their colleagues and between the SMT and teachers. Data were also collected through a focus group interview which aimed at how participants created

meaning within the group on their roles and responsibilities as level one educators which would shed light on teachers' motivational levels to engage in leadership roles at school. Lastly, collection and analyses of any written school documents would shed light on school practices and to verify what teachers have said at the face-to-face interviews and focus group interview.

I visited the school in August to gain access for the research from the principal and to meet with the participants. The data were collected from the second week of August to the third week of October on days and times that suited the principal and participants. I had to draw up a time schedule so that participants and the principal were aware of the dates and times when I would visit the school or conduct the interviews. The date and time for my formal visits to listen to formal meetings to the school were provided by the principal, deputy-principal and subject head. The time schedule (Refer to Figure 1) provides a summary of the dates, times and venues when data were collected.

RESEARCH TIME SCHEDULE

DATA COLLECTION	DATES	VENUE	TIMES
Visit to the school: Access	07/08/08	school	13h00-14h30
Interview: Teachers A	06/09/08	Researcher's	10h00-11h00
B		home	14h00-15h00
C			16h00-17h00
Interview: Teachers X	07/09/08	Researcher's	11h00-12h00
		Home	
Y		Participant's	13h00-14h00
		home	
Interview: Teacher Z	09/09/08	school	12h00-13h00
Focus interview	23/09/08	school	12h00-13h00
Observation:staff meeting	13/08/08	school	07h30-08h00
Observation:staff meeting	23/09/08	school	12h00-14h30

Observation:Debs ball meeting	18/09/08	school	14h30-15h40
Observation:Subject committee meeting	16/10/08	school	14h30-15h30
Informal observation	13/10/08	school	13h30-14h30
Informal observation	14/10/08	school	07h30-08h30
Informal observation	16/10/08	school	09h00-10h00
Informal observation	17/10/08	school	09h30-10h30

(Figure 1)

3.9.4 Conducting the semi-structured interviews

In exploring the first critical question: How do teachers understand and respond to the concept of teacher leadership? I decided to use a semi-structured interview schedule (Refer to Appendix 7) as a primary strategy for data collection as it is a flexible tool that allowed the interviewer to use open-ended questions for prompts and probes into respondent's initial responses, to clarify views and it allowed the respondents to express themselves openly and freely. The open-ended interviews enabled me to gain a deeper understanding of teachers' attitudes, beliefs and ideas on teacher leadership and their initiatives to engage in leadership roles.

For the interviews, I selected candidates each with more than 14 years of teaching experience as I wanted to include senior and master teachers in my study to determine if the status of these teachers had any influence on their leadership roles at school. I met with the six participants at the school and set times for the interview. Four of the participants agreed to come to my home over the weekend at set times for the interview as it would be more convenient for them. One participant preferred me going to his home on a Sunday at a time when he was available and the sixth participant who lives out of town preferred to

have the interview at school during her free time. All six level one educators were interviewed individually face-to-face at a suitable time and venue for the participants so that the interviews did not impact negatively on teaching and learning at the school. A semi-structured interview schedule was used to collect data and a tape recorder and a MP 3 voice recorder were used to record the interview so that the typed transcript could be captured accurately. The interviews lasted for about thirty five minutes. The participants were interviewed twice, the second time being to check on the typed transcripts. I also telephoned participants for clarification purposes.

3.9.5 Conducting the observations

Observations enabled me to collect data on the life of the school, how things were done and who did what. Observations aided me in understanding school practices and school culture by observing the social dynamics between teachers and other teachers and between the SMT and teachers. Observations both formal and informal addressed the second critical question: To what extent do school practices and culture promote or hinder the development of teacher leadership? Two research instruments were used: structured and unstructured observation schedules (Refer to Appendices 8 and 9). A structured observation schedule was used to observe formal situations such as staff meetings and other committee meetings related to school activities. The unstructured observation schedule was used during the school day to observe social dynamics among staff members, the beliefs, norms, values, rituals and routines that constitute the culture of the school.

Using the observation schedules enabled me to verify what teachers have said at the interviews and to gather data from naturally occurring social situations which enabled me to understand school context and school culture which to a great extent can enhance or hinder teacher leadership. The distinctive feature of observation as a research process according to Cohen *et. al* (2007, p. 396) is

that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations so that the researcher can look directly at what is taking place *in situ* rather than relying on second-hand accounts. More so, observations are useful in that the behavioural patterns of participants and occurrences at the school can be recorded without having to question or communicate with participants. In addition, Nieuwenhuis (2007) states that observation is an every day activity whereby we use our senses but also our intuition to gather bits of data that will enable the researcher to gain a deeper insight and understanding of the phenomenon being studied. Instead on relying on what people have said, as a passive and non-intrusive researcher, I could look at what was taking place rather than relying on second-hand accounts. Furthermore, discrepancies may arise from what people say and what people do. Robson (2002) says that what people do may differ from what they say they do and observation provides a reality check. Also using observation schedules enabled the data to be collected on practice and on non-verbal behaviour.

Observations at the school comprised of four announced visits to the school which was made known to the staff. I observed two formal staff meetings, a debutants' (debs) ball meeting and an English subject committee meeting. The purpose of observing formal meetings was to gain an understanding of teacher involvement at meetings such as observing whether teachers provide input, whether they engage in decision-making processes and on what issues are teachers consulted. The four informal visits to the school were carried out at different times such as the morning, break time and towards the ending of the school day to correlate findings as people may act differently during announced visits. The informal observations were useful in understanding the social dynamics among staff members. Also by observing school routines and procedures, I was able to understand both the teachers' and SMT's involvement in such activities. Observations were useful in triangulating findings of the individual interviews with the focus group interview.

3.9.6 Conducting the focus group interview

The focus group interview created a space for negotiating and recreating meaning, whereby teachers discussed issues they would not normally have discussed and this generated new insights as they together thought through their engagement with teacher leadership. The focus group interview addressed the third critical question: How do teachers' perceptions of their roles as level one educators inhibit or enhance their leadership roles at school? A semi-structured focus group interview schedule (Refer to Appendix 10) was used to address the third critical question. Focus group discussions enabled me to determine whether there is any similarity or deviance occurring from what teachers said as a group and what they have said individually in the interview. Focus group interview is useful in that it allows a space in which people may get together and create meaning among themselves, rather than individually (Babbie and Mouton, 2001). Also what teachers have said at the focus group discussions will link to the data generated during observations at the school.

One focus group discussion was carried out at the school after students were dismissed after an examination session. It was a suitable time for all participants so that it did not impact negatively on teaching and learning at the school. The focus group discussion was analysed using content analysis whereby the typed transcript was coded looking for emerging themes in a triangulating fashion with the findings from the other research instruments used.

3.9.7 Document analysis

Documents such as minutes of staff and committee meetings, duty lists for school activities and school policies that may shed light on whether the school promotes or hinders teacher leadership were meant to be collected and analysed (Refer to Appendix 11). Also as Nieuwenhuis (2007) adds in the interest of the crystallisation of data, documents could serve to corroborate the evidence from

other sources. At first the principal granted permission for me to view school documents. However, after he met with the school management team it was decided that minutes of staff meetings and school policies were official documents of the school and could not be collected or viewed for research purposes. During my observations at the school and being in the staff room I was however, able to view some of the duty rosters that were pinned up on the staff notice-board. I analysed written documents such as ground duty lists, and the list of school committees that were broken down into groups and leaders heading each group. The analysis of the duty rosters were recorded as field notes.

3.10   DATA ANALYSIS

Good data analysis according to Cohen *et. al* (2007, p.461) involves organising, accounting for and explaining data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. As the research study is qualitative and interpretative in nature the analysis process aimed at establishing how participants make meaning of a specific phenomenon such as teacher leadership by analysing their perceptions, attitudes, understanding, and experiences. Therefore content analysis was most suited as Nieuwenhuis (2007) says it looks at data from different angles with the view of identifying keys in the text that will help to understand and interpret the raw data. It is therefore an inductive and iterative process where similarities and differences in the text were looked at.

I read the transcripts several times and meaningful segments of data were highlighted in bold print and coded with descriptive words (Refer to Appendix 12). I wrote the emerging codes in my journal and I reapplied the same codes to similar segments of data. A process which Nieuwenhuis refers to as *in vivo* coding whereby inductive codes emerge from the data. Henning (2004, p. 104) refers to the same process as open coding which is an inductive process whereby the codes are selected according to what the data mean. I had to

constantly move back and forth from the codes to the raw data to add in new codes or to change existing codes. All data sources (interview transcripts, focus group transcripts and observation notes) were coded this way.

In the next step of the analysis process I categorised the codes into themes. Some of the themes emerged from the recurring codes. I labelled each envelop with an emerging theme. I then cut out the coded sections of the data from the hard copies of the transcripts and put them in the envelopes with the corresponding themes. Coding, categorising data by cutting out coded sections from the hard copies and putting them into categories aided in data reduction and data selection which Partlett and Hamilton (1976) refer to as progressive focusing with the researcher taking a wide angle lens to gather data, and then by sifting, sorting, reviewing and reflecting on them, the salient features of the situation emerge. I analysed each theme in terms of the teachers' perceptions, understanding, beliefs, experiences, behaviour, and interaction with others. A systematic approach was used in the analysis process where I placed the segments of coded data thematically on a chart and moved the segments of data around to match responses given in the face-to-face interviews and focus interviews. The coded data also matched with other themes and had to be moved around. This aided in calculating frequencies of responses from participants and to pick out any deviances in the responses. It was also possible to draw from the multi-method data sources and match the responses from the face-to-face interviews with the focus group interviews and observation field notes. In applying Grant's four zones to analyse data, hard copies of the typed interviews and focus group discussions were analysed by highlighting segments of the data in four colours representative of the four zones. From the frequency of colours I was able to determine in which zones teacher leadership was prevalent.

3.11   VALIDITY AND RELIABILITY

Vithal and Jansen (2006) define validity as an attempt to 'check out' whether the meaning and interpretation of an event is sound reflection of what you intend to find out. Cohen *et. al* (2007) adds that qualitative multi-methods used in the research must address internal validity by demonstrating that the explanation of a particular event, issue or set of data can actually be sustained by the data. I enhanced internal validity by comparing the findings of the interview with the findings from the other research instruments such as the observation schedules, document analysis and focus group discussions.

Reliability according to Bogdan and Biklen (as cited in Cohen *et. al* 2007, p.149) in qualitative research can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, that is, a degree of accuracy and comprehensiveness of coverage I enhanced validity and reliability of the findings by returning the draft written transcripts to the respondents for accuracy checks. I also telephoned respondents for clarification purposes and to gather any additional information that I needed. By triangulating findings from the interviews with the focus group discussion, observations and written documents, I was able to correlate findings which enhanced the trustworthiness of the research. I also kept detailed notes in a journal such as dates, time and information on the research instruments, analysis and coding method for the data analysis to contribute towards trustworthiness of the research.

3.12   LIMITATIONS OF THE RESEARCH

According to Vithal and Jansen (2006) acknowledging limitations empowers the reader to appreciate what constraints were imposed on the study. One of the shortcomings of my research was that I was unable to view and analyse school documents such as minutes of staff meetings and school policies that could have

shed more light on how school practices may hinder or promote teacher leadership at the school. However, during my observational visits to the school, I found duty rosters pinned on the staff notice-board and I was able to gather information on how teachers were put into committees.

A further limitation of the case study is its restricted applicability as the study was a small-scale single case study and the findings of the study could not be generalised in broader terms as it was informed by a particular context and location. The purpose of the case study was not to generalise but to gain an understanding of the research question in context of a particular situation and how the attitudes of people within that context are shaped by certain contributing factors. An in-depth understanding was necessary to make sense of the what, why, and how questions to understand teachers' motivational levels within the context in which they work. Another limitation of the research study is the possible bias and positionality of me as a researcher as I taught previously at the school. My own experiences at the school could have influenced how the case was constructed and what it revealed. Therefore it was important to be constantly aware of my position throughout the analysis process and to remain detached from the research findings and to let the data speak for itself.

A tape recorder and a MP 3 voice recorder were used in recording the individual interviews and focus group interviews which aided in typing out the transcripts as accurately as possible. The audio devices could have been intimidating for the participants and may have limited their responses. I explained the purpose of recording the interviews to the respondents and reassured them of confidentiality and that the recordings would be stored in a safe place. Using a multi-method approach in collecting information, yielded in data that was extensive and difficult to analyse. By keeping the focus of the critical questions in mind and by using a data reduction method suggested by Nieuwenhuis (2007) I was able to eliminate unnecessary data.

3.13 CONCLUSION

This chapter outlined the research methodology and design of the study. The study is an interpretive, qualitative study that aims at exploring teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles at school. In this chapter I discussed the context of the school, sampling procedures, gaining access and ethical issues and consent and validity and reliability In deciding the best fit between the critical questions and research instruments I decided on using a multi- method approach using individual semi-structured interviews, a semi-structured focus group interview , formal and informal observations and document analysis. Each of the research instruments addresses the critical questions that guided the study and how the instruments were implemented was discussed. A case study approach was most suitable to this research as the study involved spending considerable time at the school to listen to teachers' viewpoints and to observe teachers' in their naturalistic setting therefore using a multi-method approach was suitable in triangulating data. The data analysis process was described in detail. The chapter concluded with the limitations of the research.

The next chapter will cover the results, presentation and discussion of the study.

CHAPTER 4

RESULTS: PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

The aim of the research was to explore teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles at school. This chapter presents the major themes and findings which emerged from the data collected using semi-structured interviews, focus group discussions, observations and analysis of written documents. In presenting my findings I chose to include many quotes from the participants in the research to show the similarities and differences in people's comments and to illustrate a particular understanding or perception of participants. In my discussion of the findings I will examine theories grounded in the data and link them to the conceptual framework of distributed leadership theory, school practices and culture, and Grant's (2006) four zones of teacher leadership. Data was analysed using distributed leadership to look for examples to determine whether leadership is being distributed at the school. Also, to find out what leadership roles were being distributed and to whom. In using school practices and culture as a conceptual framework to analyse data, I drew on various concepts of culture to understand how school culture impacts on teacher leadership and on teacher's motivational levels to engage in leadership roles. I had to rely on observations to make sense of what is happening at the school and how it correlates with what teachers had to say in the interviews and focus group discussions. I used Grant's four zones of teacher leadership to locate the zones in which teacher leadership was prevalent

by highlighting examples of teacher leadership from the typed interview and focus group transcripts.

The key themes that emerged, and which I will discuss are: understanding teacher leadership, school culture and teacher leadership, barriers to teacher leadership and teacher recognition and acknowledgement .

4.2 UNDERSTANDING TEACHER LEADERSHIP

4.2.1 A leader in the classroom

Four of the participants understood teacher leadership to be grounded in the classrooms in terms of teachers being firstly leaders within their classrooms. Teacher roles entailed being a classroom manager, being in control, in charge of classroom administrative duties, teaching and motivating learners to achieve good results. The participants' understandings of teacher leadership were expressed in the following words:

Teacher Z: I see myself as a leader because at the moment I am the
manager in my classroom. I manage my class very well.

Teacher Y: The fact that you go to class to teach … it means in that class
you are in control, you are a leader in that class. I would say
as a level one educator my role and purpose is to teach.

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

Teacher B: Teacher leadership would mean that you want your learners to
do very well…you have your heart in education. You have the

learners' best interest at heart; you have the school's best
interest at heart. You want the best for both.

Teacher B also said that teacher leadership is linked to counselling matric learners and giving them guidance in choosing careers and motivating them to do well in their examination. Teacher C said that he is the grade 12 Life Orientation teacher and is very good in dealing with discipline at the school. He always gets the 'problem' class as a form class because he has the expertise in dealing with them. In applying Grant's (2006) first zone in understanding teacher leadership whereby teacher leadership is applied in the classroom, teachers' responses show that participants mostly see themselves as teacher leaders within their classrooms. Teachers did not focus on how they aim at improving their own practice as teachers within their classrooms. Participants did not reflect on their teaching strategies or how they aim towards improving learners' performances in tests and exams. What teachers have said about them being in control in their classrooms is supported from my observations at the school. I observed school climate during teaching time and found members of the SMT walking around the school buildings to ensure that all learners were in their classrooms and no classes were being disruptive.

4.2.2 A leader outside the classroom

In response to questions on teachers leading and working in collaboration with other teachers outside the classroom, teacher leadership was understood as teachers leading and guiding other teachers both in formal and informal ways. Three participants who were appointed as subject heads in formal leadership roles said that they assisted newly appointed teachers especially locum teachers by guiding and mentoring them and assisting them in curriculum issues such as the syllabus coverage, drawing up of work schedules, lesson plans and setting of examination papers. Mentoring of locum teachers included classroom visits to observe teaching strategies so that meaningful feedback could be provided to

locum teachers. Participants also said that they helped locum teachers to teach challenging aspects of the syllabus. Two teachers (B and C), a senior and master teacher who are not put in formal leadership roles as subject heads this year said that they have taken initiatives on their own to give assistance to teachers as they are most senior in their departments and they feel they have the experience and expertise to assist them. This is what teacher B had to say during the interview:

> Teacher B: I think I am a mentor to a lot of teachers because I am most senior in the science department. I do a lot of mentoring and counseling the teachers who are mostly locum teachers. They ask for my help when they are approaching a new section, setting practical work or even setting the examination paper.

Assistance given to teachers was mostly subject related towards improving teaching and learning in the classroom. In zone 2 (Grant, 2006) teacher leadership roles were mostly extended to teachers providing curriculum knowledge to locum teachers and assisting locum teachers in subject administrative duties.

From the findings I can conclude that teachers see themselves as leaders in the classroom and beyond. Teachers understood teacher collaboration with locum teachers outside the classroom to impact on improving teaching and learning within the classroom.

4.2.3 Leadership equated with position and authority

While teacher collaboration may exist between teachers, findings also show that some participants equate teacher leadership with position and authority as Teacher Y said in the face-to-face interview:

Teacher Y: *I see myself as a leader because I'm heading that department. I control everything in that department.*

Teacher Z said that teachers can lead other teachers by asking for their opinions and not just giving them instructions. Teacher X who is currently a subject head and in a position of authority said that teacher leaders must have the right personality for the job. She said that a softer approach is necessary and that it works much better than a commanding approach.

Teacher B associated teacher leadership with position and mobility. She said that teachers should be given leadership opportunities in performing certain tasks that are always carried out by the SMT such as being in the examination committee and gaining experience in drawing up of the examination timetable and invigilation rosters. She said that teachers can apply for promotion posts with confidence as they have experience in performing certain management tasks.

From what teachers have said at both the individual interviews and focus group discussions and from my own observations of the SMT as being in control in maintaining discipline and order, teachers equate teacher leadership with position and authority because they have always seen the SMT as being superior to them. It is interesting to note how teachers equate leadership of the SMT to be in a position of authority and status which teachers find to be intimidating and yet teachers equate teacher leadership as being in a position of authority without seeing how that would impact negatively on their working relationships with other teachers. Teacher X commented on how teachers' low self esteem leads to teacher reluctance to be teacher leaders:

Teacher X: *The teacher may actually feel less confident because of seeing*

the principal and the management team as always being
superior…that is why they don't take leadership roles.

Teachers in the study equate leadership with position and authority. Even senior and master teachers have said that they give assistance to other teachers such as locum teachers because they have many years of teaching experience and they are the only senior teachers in their departments.

4.2.4 Teachers' responses to teacher leadership

Only two participants in the study showed low teacher initiative when I asked them if they have are willing to take on the leadership roles at school. Their responses were as follows:

Teacher A: Personally no, I will help out but I won't take on major
leadership roles… because I don't have the time or energy
now.

Teacher Y: I wait for… that formal appointment or whatever. But I don't
volunteer.

Four of the participants took initiatives on their own in building team spirit and in promoting sport at the school. One of the participants stated:

Teacher C: I would not wait for a situation to arise or to be put into a role.
I automatically would rise to the challenge… although I may
not be in a committee.

Findings in the study show that the four participants do not wait for management to delegate duties to them, and that they volunteer to give assistance to other

teachers or get involved in school related activities. Findings in this research subscribe to Coleman's (2005) view of distributed leadership which is a collective leadership of teachers working together to improve classroom practices. Teachers show initiative to engage in leadership roles. These findings link to what Harris (2002) says that leadership cannot be imposed by management but teachers themselves must become intrinsically motivated in taking up the role of teacher leadership. Another finding is when Teacher C said he used the school matric ball as an example on how he used various strategies to keep learners from going to an after party and coming up with ideas to encourage teacher attendance at school functions as it was optional for those teachers who were not in the committee. He saw his efforts as bringing the staff together and aiding the school in team building. A more distributive form of teacher leadership seems to be emerging among teachers at the school through teacher collegiality and teacher collaboration bringing about meaningful change in the social dynamics among teachers.

 Teacher Z used her expertise in netball to motivate her learners to be meaningfully occupied:

> *Teacher Z: I do advise learners that it is good to play netball because it*
> *keeps them away from doing drugs.*

Teacher B took initiative on her own and became actively involved in the Love to Live campaign with neighbouring schools. She got learners involved in plays, speeches and poetry. She said there were lots of positive messaging on drugs and suicide. Teacher X, a senior teacher and subject head for English, showed teacher initiative when she volunteered to head the drive towards making the school a health promoting school. She liaised with the health department and department of education officials over a period of two years and was successful as this year the school was named the first health promoting school in the Kwazulu-Natal province. I applied the efforts of Teachers C and X to Grant's third

zone of teacher leadership towards whole school improvement with Teacher C improving team spirit among staff members and Teacher X marketing the school as a health promoting school.

 Teacher C stated that teachers have always engaged in leadership roles outside the classroom as well. He said that most of the responsibilities when it came to extra-curricular activities were given to level one teachers such as training, coaching learners and being team managers. Teacher C also being a master teacher and Life Orientation teacher with expertise in maintaining discipline said he readily gave assistance to teachers especially the locum teachers who encountered discipline problems in their classrooms. He also counselled learners with behavioural and drug related problems. He undertook these roles informally and used his experience and expertise in improving discipline at the school. He also believed that teacher leadership entails more involvement from teachers in the day to day running of the school. He said:

> Teacher C: I think it starts from decision-making, policy making. You need
>   to get the viewpoints of your educators.

Teacher B stated that she took initiative on her own and put into place an Arbor Day program and organised speeches, poster competitions, choir items and tree planting activities. In using Grant's (2006) four zones of teacher leadership in making sense of understanding of teacher leadership and their responses on the notion of teacher leadership findings show that they understand teacher leadership to be mostly in and beyond the classroom in subject areas, school discipline, dealing with learners with behavioural problems and in extra-curricular activities. However, participants in the study did not always link their leadership roles towards improving classroom and school practice.

Participants also said that they networked with cluster schools in their subject areas in sharing work schedules, resources and setting of matric cluster

examination papers. Teacher X took on the role as a matric cluster co-ordinator and co-ordinated the cluster moderation of assessments and setting of cluster examination papers.

Teachers do engage in leadership roles beyond the school. Teacher B comments on the leadership opportunities she was given:

Teacher B: I've taught Life Science with matrics at the adult based education
level. I've been selected through the subject advisor to
teach Life Sciences in the rural areas. I was also selected by a
committee in the Amajuba district to teach the 2007 matric
studens who failed.

Findings show that three participants (B,C and X) do participate in leadership roles both formally and informally in zone 4 with teachers assisting teachers in other schools and gaining assistance from other teachers in their subject areas.

4.3.   SCHOOL CULTURE AND TEACHER LEADERSHIP

As this theme was a widely explored area in the research, it will be broken down into subsections: leadership opportunities for teachers, teacher development programmes, teacher inputs during decision-making processes and how roles are assigned to teachers.

Stolp (1994) stated that culture relates to patterns of behaviour in an organisation. Fullan (1994) pointed out that no one person could assume all that leadership that is required and that in order for teacher leadership to be enacted, it had to be shared. School practices and culture can to a large extent inhibit or enhance teacher leadership. In addressing the second critical question I looked at school practices and culture not only on the part of the SMT but also teachers themselves. School practices and school culture are also lens through which I

aimed to understand whether teacher leadership is being promoted or hindered at the school. Findings on school culture were drawn from semi-structured interviews, focus group interview and observations.

4.3.1 Leadership opportunities for teachers

Findings have shown that some of the participants (B,C and X) take leadership initiative on their own to assist teachers and learners both within and beyond the school. During the face-to-face interviews and focus interview teachers expressed their views on leadership opportunities at the school and that not all senior teachers are given leadership opportunities. This is what teachers have to say on support from the SMT:

> Teacher B: *You must motivate the experienced teachers. They add value to the school and they have not been in a subject head position and that can be quite de-motivating.*

Teachers felt that support from the SMT in developing teachers in areas of school management such as appointing teachers as subject heads is only given to a selected few and that can de-motivate seasoned teachers such as senior and master teachers who are not given such opportunities.

> Teacher C: *Management feels that by giving some opportunities to level ones, then their position is in jeopardy, or their authority is being undermined.*

Participants also felt that they had opportunities to be developed in areas such as extra-curricular activities in various codes of sports and school functions such as the matric ball, debs ball, fun walk, and speech and awards. However, they feel that they need more exposure and practice in key areas such as school administrative duties other than classroom duties such as class timetabling,

being in the examination committee, drawing up examination timetables, invigilation rosters, relief timetables and other aspects of running a school. Teacher B felt that when teachers have such experiences they stand a better chance of being promoted as they can record this in their CV (Curriculum Vitae). It would also make them feel secure and confident when applying for promotion posts.

Findings in this study show that despite the lack of greater leadership opportunities and support given to participants in performing major tasks, teachers show enthusiasm to engage in leadership roles:

Teacher Y: I would like to go beyond provided I am given the
opportunity.

Teacher Z : I think that teachers should be given the chance to take
leadership roles and should not be confined in the classroom.

Principals play major roles in promoting teacher leadership at schools. To build a collaborative culture that supports teacher leadership requires principals to create an environment that supports collaboration among teachers, provide time for teacher development and recognise rewards and celebrate the concept of teacher leader (Ash and Persall, 2000). Teacher B said that the SMT must promote teacher leadership at the school by empowering teachers and acknowledging the senior and master teachers. She sees empowerment as teachers being given opportunity to engage in management roles. This concurs with what Harris and Muijs (2005) say that redistribution of power means giving those who do not occupy formal leadership positions responsibility for major and important development task. By promoting teacher leaders, principals will be promoting the quality of teaching and learning at the school as Katzenmeyer and Moller (2005) say that teachers are the largest group of school employees and those closest to the students. Teachers have first hand knowledge on factors that

impede on teaching and learning at the school. Principals working closely with teachers through informal conversations in the corridors, can identify areas that need change. During my informal visits to the school, I did not find the principal walking around the school buildings or talking to teachers outside their classroom. He was mostly in his office. This finding links to what Ash and Persall (2000) say about the principal being the CLO and that principals should spend time with teachers, to engage in conversations about teaching and learning. The writers argue that such an interaction will create a school culture that is open and inviting for teacher leadership and distributive leadership to emerge.

4.3.2 Teacher development programmes

Drawing from the individual interviews and focus group interviews, all six participants said that workshops on teacher development were organised and presented by the SMT. School development programmes that aimed at improving classroom management were organised and led by the SMT who saw a need to develop locum teachers. Other areas in which teachers were work shopped were: discipline, IQMS and examination procedures. Participants felt that the workshops were too few and more teacher development workshops are needed as the school has so many locum teachers who have not completed teacher training courses. Also that the SMT makes decisions on what workshops to have and teachers are not consulted for their inputs in areas in which they need to be developed in. One of the teachers said that teacher development programmes are combined with staff meetings with members of management presenting papers after the staff meeting and teachers are exhausted at the end of the school day. He felt that such workshops were done for record purposes to say they have team building activities.

When questioned on what teachers do during the workshop sessions, participants said that teachers engage in group work, or give ideas or suggestions on how they manage their classrooms and problems.

The SMT did not draw on the expertise of seasoned teachers to take lead positions in the workshops. Grant's (2006) third zone of teacher leadership includes teachers engaging in staff development programmes with teachers being designers of development programmes, yet findings show that teachers are not given such opportunities. Teacher C said he had expertise in maintaining discipline at the school and is constantly called to give assistance to locum teachers but was not formally recognised. Teacher development workshops were too few and always presented by SMT members. Teachers felt that more workshops should be organised to develop teachers especially locum teachers in orientation workshops so that they can fit in with school practices and expectations. They felt that locum teachers and newly appointed state paid educators also need to be familiar with school policies, time management, record keeping, classroom practice, classroom administration, and relationship with learners. Too often locum teachers are left to cope on their own and this impacts negatively on teaching and learning at the school. In such areas seasoned teachers such as senior and master teachers can be appointed in formal leadership roles to organise and lead workshops with new teachers to develop them to be efficient teachers.

Teacher C felt teachers should not just be appointed as leaders. He said that it is very important for teacher leadership to be a programme in schools where principals need to develop every teacher as a leader. Teacher C did not say in what aspects of leadership teachers need to be developed in or how such development programmes can improve educational practices at the school. Findings show that teachers linked teacher development mostly towards developing locum teachers. Teachers, even senior and master teachers, did not identify areas in they needed to be developed in. Teachers in the study did not take charge of their own personal and professional development but felt that it was the task of the SMT to organise development workshops for them.

4.3.3 Teacher inputs at decision-making processes

One of the strategies for distributive leadership is involving others in decision-making processes. Findings from the individual interviews, focus group interview and observations show that distributive leadership is evident at the school during staff meetings where teachers were asked for their inputs. The principal did transmit an open and invitational leadership style and did listen and thank teachers for their contributions. However, findings also show that the decision-making processes do become contrived at times when teachers were asked for their inputs on major issues but the decision was already taken by the SMT. Only two of the participants, Teacher A and Teacher X who are currently appointed as subject heads, stated that the principal involves teachers frequently in decision-making processes and their inputs are always valued. This is what they said:

> *Teacher A: Teachers are part of the process and we have several*
> *meetings in the mornings and he does ask teachers for their*
> *inputs.*

> *Teacher X: To a large extent… teachers are asked for their opinions and*
> *certain ideas are discussed and eventually a decision is made.*

According to the other four participants while this may happen at certain meetings, this is not the case at other meetings. This is what participants had to say during the individual interviews about whether teacher inputs were valued at staff meetings:

> *Teacher B: I don't think so; it seems to be pre-determined by*
> *management. They might listen to what you have to say but it*
> *is pre-determined, a lot of times.*

Teacher Z: Sometimes not always. Sometimes the SMT take decisions on their own on certain issues. They come and consult us, yet they've got the answer.

Teacher Y: Decisions are taken from above in our school. They come top-down. We come to take a decision but you can feel that the decision was taken before. Management will drive or try and change that decision to suit them.

Teacher C: In terms of decision-making, you find it is mainly done by the principal, probably members of management (laughs). We have a peculiar method of democracy where we say it's democratic and he'll allow everybody to voice their opinions or to say whatever they want to and eventually they already have a particular viewpoint.

Teacher Y related his experience at the focus group interview:

Teacher Y: I was in charge of late coming. All right, then I proposed to the principal for latecomers, let them pay and no the department will not allow that. Then next time somebody else was now in charge of late coming and now they decided to pay… it depends who comes up with the ideas. If you are his favourite, then your ideas are good.

Findings from what participants have said show that their inputs are not always valued. It also depends on who makes the input. Findings conclude that the principal is not consistent in his interaction with staff members. Two participants Teachers B and C at the focus group interview felt strongly that teachers should be consulted on important issues pertaining to the running a school such as the

choice of RCL (Representative Council of Learners), policy-making and changes to the school uniform. They expressed their views accordingly:

Teacher B: *You must be prepared to amend policies taking into consideration people's contributions and involvement.*

Teacher C: *If you look at… we had the change in uniforms, that was quite a major thing…they did have a committee in place…just one, two probably three people's ideas were taken forward…. Only minor changes were made. So such teachers are not really given much say.*

Findings show from what participants have said that teacher participation in school wide decision making processes (zone 3) is limited as teachers are not always consulted on major issues that affect them. Decisions are often pre-determined by the SMT.

As a researcher I did observe a short staff meeting that was held in the morning. The principal was the chair-person and he asked for teacher inputs on minimizing learner movements after assembly as the school had two separate assemblies in the morning. He also asked for teacher inputs on preparations for the upcoming goodwill games. Teachers made inputs on breakfast arrangements for learners such as cooking porridge in the morning of the event. Teachers volunteered to be in committees such as fundraising and purchasing of items. I found the principal to exhibit an invitational and democratic leadership style where he welcomed inputs from all teachers, including locum teachers and eventually decisions were taken from the suggestions that teachers made. Teachers also volunteered in the arrangements for the goodwill games and team spirit and collegiality prevailed in the staff room. As this was an announced visit to the school and the principal and staff were aware of my presence, I cannot say whether the same outcome would

have been reached had I not been there as the meeting could easily have been contrived by the Principal to create an impression at the meeting.

At the subject meeting that I observed whereby participant X is the subject head for English, she consulted with teachers on learners' performance in each grade in the September control tests. Teachers gave their inputs on the poor performance of learners and the remedial measures that they would undertake to address the problem. Team spirit and collegiality prevailed at the meeting with teachers sharing ideas. Teachers were also given opportunities during the year to organise debates, speech contests, essay competitions and teachers gave feedback on successes and problems that they encountered in carrying out the co-curricular activities.

I also observed a meeting for the debs ball that was held in October this year, where the deputy principal was the chair-person. The principal was also present at the meeting. Decisions had to be made on certain issues such as choosing an internal auditor from the committee, finalizing the guest of honour and how to credit learners for the funds raised by them. The principal called for nominations but said he preferred Teacher X to be the auditor. On the other two issues the school had set criteria in place for such functions. The principal was not happy with the choices made by the committee and wanted to change the criteria. Teacher C was present at the meeting and put forward his suggestions. After much deliberation no consensus was reached and it was decided that the matter be discussed at a staff meeting when all the teachers were present and given the opportunities to make their inputs. Teacher C made reference to this incident at the focus group interview and had this to say:

> Teacher C: We needed an auditor for the meeting…if you are calling for nominations then it should be done by the committee itself. You don't say here's a position open, I think X should occupy

that… that's being totally undemocratic. You are dictating to what needs to be done and how it's to be done.

Findings from what participants have to say and from observing staff meetings that as much as distributive leadership may prevail at some staff meetings with regards to decision-making processes, it appears as if a culture of 'contrived collegiality' (Hargreaves, 1993) exists at the school. The principal and HoDs control the culture of the school with staff inputs limited to certain issues only or sometimes the staff is asked for their inputs but the decision was already taken prior to the meeting The research shows that teachers also have a desire to participate in decision-making. Since different people hold different sets of values, different decisions will occur and some teachers may even challenge decisions made by the principal such as Teacher C had done. Principals should not ignore the viewpoints of teachers. Du Preez (2003) explains that joint or participative decision making will facilitate a pleasant work climate and work satisfaction. Teachers want to feel empowered and empowerment according to Katzenmeyer and Moller (2001) is linked to teacher leadership. Through shared decision making teachers feel empowered because their inputs are valued and part of the decisions taken. Teachers are then more likely to implement such decisions.

Participants have many negative things to say on the leadership styles exhibited by the SMT. From my observations at the school and from listening to what teachers have to say, I can say that there is a shift in the school towards distributing leadership as teachers are consulted during decision-making processes and their inputs are valued in certain matters. The principal does lean more towards being autocratic at times where staff inputs are not valued.

4.3.4 How roles are assigned to teachers

Findings from the research showed teacher involvement in school committees to shed light on their roles as teacher leaders. How teachers were appointed as subject heads and how they were put into committees and who heads the various committees were discussed with teachers at both the individual interviews and focus group interviews. I have also included information from my field notes both from written documents such as duty rosters that I viewed at the school and from my observations, during announced and informal visits at the school. Findings were that in appointing teachers in formal leadership roles such as subject heads, not all teachers were given opportunities to take lead positions in their subject departments. While subject head positions may rotate in some departments, it did not happen in other departments. Although rotating leadership responsibilities within the school is a form of distributive leadership that is exhibited by the principal with more teachers being given leadership opportunities, it is not done consistently in all departments. Previously teachers had to apply for the subject head positions. Subject head positions were made available in certain subjects pending on the need for someone to head the department. The criterion used by the SMT was that applicants must have grade 12 teaching experience and qualifications in their subjects. Three participants, Teachers A, X and Y are subjects heads in formal leadership roles. Teacher C said that in the humanities department the three teachers were called to a meeting with the principal and he chose the subject head for their department:

> *Teacher C:* *So two years back the principal says he wants to open the department for a subject head but he thinks that the subject head should be Mr X because he is the most senior teacher and he has been taking grade 12 classes…another teacher did get offended…if the principal really wanted to do that he shouldn't have called us at the meeting…It's not a good style of management, it's not a good quality of a leader.*

Also no recognition was given to teachers with many years of teaching experience such as senior or master teachers. Seniority was determined by the number of teaching years in matric classes. This de-motivated teachers as those teachers who do not teach matric classes would not be given opportunities to take lead positions in their departments. Teachers chosen to teach matric classes at the school must have qualifications in the subject and preference is given to teachers with many years of teaching experience.

In response to questions on how teachers were placed in the various committees at school, five of the participants stated that teachers were put into groups by the SMT. The groups remain intact and would rotate each year as one of the participants said:

Teacher A: If you were in the debs ball…then next year it will be the matric ball and the following year speech and awards. So it's like a rotational basis.

Participants felt that this strategy used by management was to ensure that everybody was involved and had a role to play but found the system to be very rigid as teachers had no inputs in which committee they preferred being in. Teachers who showed expertise in certain areas such as Teacher Z in netball was not given the choice to remain in the netball committee. All five participants openly expressed their views at the individual interviews:

Teacher A: They really don't ask you what you like.

Teacher Y: In most cases the SMT tell teachers Mr So and So you will be in this committee.

Teacher Z: No, you don't have a say…Mrs H came to me and said you are

going to be in this committee. She did not ask me in which committee do I want to be.

Teacher C: *I think the groups have come from the office.*

Teacher B: *Sometimes you are just given a typed out duty list and that's what you have to do. Often that happens.*

Only teacher X said otherwise:

Teacher X: *Before the committees are decided at the beginning of the year, the teachers are given a notice to indicate which committees they want to be in with regard to extra-curricular activities. They do have a choice.*

There appears to be a contradiction from what one of the participants said compared to the responses from the other participants that teachers do have a choice in which committees they wish to be in. During one of my informal observational visits to the school I noticed duty rosters pinned up on the staffroom noticeboard. I viewed the duty rosters and took down some field notes from what I saw. Ground duty lists were drawn up with a SMT member in each group and a teacher as a group leader. In my discussion with one of the participants in my study who was seated in the staffroom at the time, I was told that the ground duty groups are shuffled each year and teachers volunteered to be group leaders. This finding shows that teachers are given distributed leadership opportunities in committees other than sports committees. An assembly roster was drawn up by the SMT to allow all teachers to address the assembly. Every Monday a SMT member conducted the assembly followed by a level one teacher on other days. The principal addressed the assembly on the first day of each new term. I was told by the participant that teachers who presented any item at the assembly would take over the assembly.

The school has the following sporting codes: volleyball, netball, cricket, soccer and chess. Each sporting group is headed by a member of management or subject head. Only the soccer committee was headed by a level one educator. This means that leadership is being distributed to teachers but is restricted to certain committees. In support of what participants said about committees being formed a few years back and committees remain intact and rotate each year, I found a duty roster pinned on the staff noticeboard with the dates 2006-2010 on the duty list. Teachers were put into committees, just to mention a few: the matric ball, debs ball, fun walk and speech and awards. Each of these committees was headed by a member of management. The same committees are formed over the years. This finding confirms what participants have said that they have no say in which committees they prefer being in. Participants also said that the committees are formed by the SMT and teachers are given a circular informing them in which committees they belong. No new committees have been formed recently. The school does not have a curriculum committee to oversee curriculum needs of teachers and learners. The SMT handles curriculum issues at the school.

I also observed at a staff meeting which I attended during one of my announced visits, a new general sports committee being elected for next year. The principal asked for volunteers and teachers names were taken down. He also asked for a volunteer to head the committee. No one volunteered, so the principal nominated a member of management. This finding contradicts what participants said during the focus group discussion and individual interviews that teachers are not given opportunities to head committees. Even though this was a sports committee, teachers were given an opportunity to engage in a leadership role. No teacher present at the meeting took up the challenge to head the sports committee. Findings from what participants have said and from what I observed at the school showed that teacher leadership and distributed leadership is emerging at the school even though these concepts are not frequently used at the school.

Findings also show that teacher leadership roles fell mostly in zones 1 and 2 (Grant, 2006) in subject committees and in extra-curricular committees such as the soccer committee and heading ground duty groups.

Participants also said at the individual interviews that teachers are given little opportunities to head school committees, other than sports, such as the matric ball, debs ball or speech and awards. Most committees are headed by the HoDs and subject heads such as Teacher A and Teacher C are given opportunities to head the chess committee and the campaign for making the school a health promoting school respectively.

When I asked participants on the criteria used to elect heads for the various school committees, this is what Teacher Y had to say:

Teacher Y: *I'd say it depends on the type of committee because I think there are committees that the principal feels that are more important therefore definitely there must be one member of management.*

Participants said that they felt de-motivated as a HoD is always in charge and co-ordinates the whole thing but teachers do most of the work. Teacher C who is a master teacher and who aids in most committees said:

Teacher C: *I'm in the debs committee for this year… I am overseeing everything…and what is the member of management doing? He's merely collecting the money from learners.*

Based on what my findings have shown, leadership roles are being distributed to teachers in areas that assist the SMT by shedding off some of their responsibilities to level one teachers such as leading the subject departments and in sporting committees. Leadership roles are restricted to certain areas only and available to a selected few. But findings also show that teachers who are not

in formal leadership roles in this school have taken initiatives on their own to be teacher leaders. My conclusion is that teacher leadership and distributive leadership are emerging in the school but in restricted areas.

4.4   BARRIERS TO TEACHER LEADERSHIP

In both the individual and focus group interviews the participants were questioned on the challenges and the barriers that they encounter as level one educators in leadership positions. The third critical question was explored when teachers identified barriers to teacher leadership that impacted on their motivational levels to engage in leadership roles at the school.

4.4.1   Teacher overload

All six participants felt that the demands made on teachers are too extensive and that they struggle in coping with syllabus coverage, teaching in terms of outcomes, teaching classes up to 40 learners, coping with the marking and completing assessments for the term. Teacher A complained that language teachers have an additional paper 3 and marking is too much. When asked how she copes she said:

> *Teacher A: You have to mark after hours and you have to make a lot of sacrifices.*

Teacher A is also a senior teacher and a subject head. She teaches five senior classes and 10 out of the 12 periods she is in the classroom teaching. She said:

> *Teacher A: In the non-teaching periods you get relief and you get tired. So you don't have the energy now to do extra work… as a senior teacher they still give you a full load, they burden you.*

All six participants said they feel burn out. Teacher C added that the same teachers are given the same responsibilities repeatedly. Teacher Y said the main barrier for him is the teaching load. His response was:

Teacher Y: The fact that teachers have so many classes to teach, it gives them little time for preparation.

Senior teachers who are subject heads have added duties that they must oversee such as running a department and supervising teachers. Teachers said the following:

Teacher X: You see as senior teachers we have a full load. There's not much time now for other roles.

Teacher C who is not a subject head had this say from his observations:

Teacher C: The subject heads are given more than their normal load over and above that they have to perform every duty and task as an HoD.

4.4.2 Lack of recognition for senior and master teachers

While subject heads are overloaded with management duties, no recognition is given to senior and master teachers at the school. I gathered this from my informal conversation with the principal during one of my visits to the school. The principal admitted that he has no idea what the job descriptions for senior and master teachers are. Also the school did not receive any circulars from the education department with regards to the role function of senior and master teachers so he is uninformed and therefore did not give much attention to such teachers.

Four participants out of the six participants in the research study are either senior or master teachers. They felt that their position has not been recognised or acknowledged at school level and that they have the same status as level one teachers just entering the profession which can be quite de-motivating. Teacher B said that the only acknowledgement she has achieved thus far as a senior teacher is in her salary advice where she is acknowledged by the Department of Education. She felt that teachers at school will only recognise their value as a senior or master teacher and approach them for guidance if it is officially recognised from the office in the form of a circular, then only will teachers be willing to take your advice and acknowledge you in that role because you've been given that authority formally. Findings show that teachers in the study equate teacher leadership with authority and status.

 Participants also said that they have no knowledge of the job description of senior and master teachers as they received no circulars from the department of education and neither were they work-shopped on what additional roles they should engage in. Teachers were also unaware that leadership opportunities for teachers were stipulated in education policies

Teacher B a senior teacher expressed her view that one of the barriers to teacher leadership is that teachers are not empowered enough in certain aspects of school administration such as timetabling and overseeing an examination. That acts as a barrier towards teacher development in school administration. She felt that giving teachers such experience will not only develop them as teacher leaders but create better opportunities for teacher promotion.

Despite the lack of recognition, senior and master teachers have shown that they do engage in leadership roles not only at school level but beyond as a cluster co-ordinator, in counseling learners, heading the health promoting school campaign, teaching ABET classes, assisting rural schools in Life Sciences and teaching the 2007 matric learners after school hours.

4.4.3 Teacher interaction with the SMT

As much as teachers may have identified these areas that pose barriers to teacher leadership, the SMT and the way they interact with teachers can also become gatekeepers to the development of teacher leadership at the school. Teacher C responded by saying:

> *Teacher C:*   *The biggest barrier can be the mindset of management and the way the school is run. If you run the school in a very autocratic fashion and where you simply dictating… then that becomes the greatest barrier to any leadership and automatically others will sit back and listen to them.*

It appears that teachers do not feel valued and supported by the SMT; they therefore felt less inclined to engage in any additional roles other than what is required of them. More so, teachers felt that the top-down approach that the SMT exhibits when interacting with teachers can impact on teachers' motivational levels to engage in leadership roles. Teacher Y said that while he feels free to talk to some of the SMT members, he is reluctant to interact with others as they look at him as a failure. Leadership resides in the relationship among people as Donaldson (2001) indicates that a relationship that fosters leadership is characterised by mutual openness, trust and affirmation. Such a view of leadership in particular distributive leadership implies that the SMT should work alongside teachers by redistributing power and responsibilities within the organisation. Furthermore Donaldson (2001) argues that leadership should not be seen as just being a role or function but as a dynamic relationship between individuals in an organisation.

Participants also felt that the SMT should be transparent and consistent in the running of the school. Teacher C stated that the subject heads are considered

part of the management team and should be present at all management meetings. But sometimes they are excluded. He said:

> *Teacher C: You are discriminating or there is something that you don't want to divulge to others.*

Teacher Y said that a teacher must be made to feel like a leader rather than just a teacher to impart knowledge to the learners in the classroom. He said that the gap between the management and level ones needs to close. When schools operate as rigid bureaucratic systems with leadership equated with authority and status then leadership is understood as keeping the school under control. In such a context teacher leadership is likely to be stifled. When teachers lack self-esteem and confidence because of seeing the principal and the management team as always superior, they are more likely to be reluctant to engage in leadership roles. At the same time teacher leaders should not see themselves as being superior to other teachers. This study has already shown that teachers equate teacher leadership with authority and status. Such a view will only create more top-down structures in the school. Teachers need to work as partners rather than as instructors.

During my informal visits to the school I noticed a very disciplined and controlled environment with the school operating along fixed routines. Two assemblies were held: one in the morning and one after interval to keep control over learner movement. When learners were dismissed, the SMT members stood at strategic points to ensure pupils exit the school in an orderly fashion. This was a good strategy used by management to ensure that learners went to their classes on time that teaching and learning time was not lost. In my conversation with a SMT member he said after breaks learners take their time go to their classes and almost five to ten minutes of the teaching time is lost. The second assembly gathers all the learners together and they are dismissed from the assembly area

for the next period. During the interval breaks teachers were on ground duty and order and discipline were maintained.

Despite the many negative things teachers had to say on their interaction with the SMT, five participants also said that the SMT have been supportive. Teacher X stated that the SMT gave her the opportunity to head the health promoting school campaign and to co-ordinate the cross country event. Teachers A and Z said that they are always given guidance by their HoDs in their subject areas.

Teacher C admitted that the SMT had recognised the fact that he is an effective teacher because they constantly give him disciplinary problems to handle even though they have not formally acknowledged his expertise. From this I concluded that the SMT is not always autocratic, and that opportunities were sometimes provided for teachers to assume some for of leadership.

The SMT are seen as authority figures and leadership within the school is understood to be equated with the school management team with teachers not having as much authority. Findings in the study confirm Harris's and Muijs's (2003) argument that the top-down approaches to leadership and the internal school structures offer significant impediments to the development of distributed leadership, hence teacher leadership. They add that the current hierarchy of leadership within schools means that power resides with the leadership team at the top of the school.

The findings of this research study, especially in the way that teachers are appointed as subject heads or put into committees that are mostly headed by the SMT is similar to research studies undertaken by Grant (2006), Sterling and Davidoff (2000), Rajagopaul (2007) and Singh (2007). These studies showed that schools continue to operate along autocratic and bureaucratic lines with leadership being understood in terms of position, authority and status and that becomes a major barrier to the development of teacher leadership in schools.

But this research also shows that the SMT is not always autocratic and opportunities are made available for leadership to be distributed at the school and for teacher leadership to develop even though in certain areas only. The SMT also does give support to teachers. I think the school is making a shift but not enough. According to Sterling and Davidoff (2000) the art of leadership entails the SMT having control at times when it is necessary and relinquishing their authority at other times so that a collaborative and collegial organisational culture can emerge at the school where teachers feel free to interact with the principal, the HoDs and their colleagues during the school day. The SMT at this school do exhibit such qualities of leadership as I had observed this at the two staff meetings.

While Teacher Y identified a gap between the SMT and level one educators, Teacher B stated that there is also a gap between the younger and older teachers at the school. The school has two separate staff rooms and the younger teachers occupy one staff room and the older teachers the other. Teacher B questions the social dynamics among teachers by saying:

Teacher B: What sort of team building is that?

The teacher felt that the SMT should do something about changing the situation. Findings show that the participants have negatively criticised the SMT and they rely on the SMT to do things yet they themselves can bring about change rather than waiting for others in the position of authority to do so.

Teachers isolating themselves from other teachers can stunt teacher leadership at the school as teachers may not be willing to collaborate with certain teachers. For teacher leadership to make headway in any school, teachers must see the importance of teachers working alongside one another be it in the staff room or outside the classroom. Teachers themselves can be agents of change by identifying those areas which require change and through a collective form of

leadership with teachers working together, can improve classroom and school practices. One of the participants said:

Teacher Y: Change can only come once teachers are united but as long
as there's no unity, there will be no change. It will always be
that top-down approach.

As much as teachers have said that there are gaps in their working relationships with the SMT, there are also gaps in the working relationship between teachers which teachers themselves as agents of change can close rather waiting for that top-down approach from the SMT to make changes at the school.

4.5   TEACHER RECOGNITION AND ACKNOWLEDGEMENT

For teachers to engage in greater leadership roles outside the classrooms, teachers themselves must be able to recognise their own abilities and expertise in certain areas and be willing to grow and develop in the profession. In addressing the third critical question that explored teachers' perceptions of their own roles and responsibilities as level one teachers, I examined the way teachers gave recognition and acknowledgement to themselves as leaders as well as the recognition and acknowledgements they require from the SMT.

4.5.1 Teachers' perceptions of themselves as leaders

When asked during both the individual and focus group interviews whether they see themselves as leaders and if they would welcome opportunities to engage in leadership roles at school, this is what participants had to say:

Teacher Y: I can say yes because I've been running this department
for years now. I can take whatever leadership position that can

be given to me.

Teacher's Y motivation comes from watching other teachers' successes. He said:

Teacher Y: *If I can be given other roles outside the subject, I think I can manage to do that because I've seen other people doing it.*

Teacher Z indicated that she has the confidence and expertise to take on leadership roles. Her motivation comes from aspiring to be promoted someday:

Teacher Z: *I can feel great and go for it…because one day I just want to be an HoD or deputy or whatever.*

Teacher X responded by saying that she would enjoy to take on whatever leadership role is given. Teacher B felt that she has the ability to manage and lead but feels a bit insecure because she has not been put in that position but is willing to be further developed in other areas of school administration that the SMT engage in, such as being in the examination committee. She felt with the help of management she would develop further as a teacher leader. She further added:

Teacher B: *I have the capability and the drive and the motivation but I need to be given the opportunity to be placed in such positions. To be acknowledged and it needs to spread out to more people so that your motivation can increase and your willingness to stay in the profession as well.*

Teacher B's view of leadership subscribes to Goleman's (2002) view of distributive leadership that leadership resides in every person at entry level who in one way or the other, acts as a leader.

Teacher C showed high motivational levels to be a teacher leader even though he saw the role as being challenging. He believed through teacher collaboration, you can learn from your colleagues. His response was:

Teacher C: *I'm prepared to look at new things; new ideas…by interacting with others and communicating with others you can learn different ways of dealing with things…I'm not the type of leader who sticks to one type of thing.*

4.5.2 Teachers' recommendations on teacher leadership

Teachers felt that some recognition must be given to teachers for their leadership efforts.When questioned on the recognition and acknowledgement that level one teachers receive from the SMT, Teacher C responded by saying that at school they did not get the credit and recognition for their efforts. He added that teacher efforts were not acknowledged formally at meetings and that impacted on the motivational levels of teachers as they were not seen as valued members of staff. He said that when it came to sports level one educators performed most of the tasks and duties but they were not acknowledged. He added by saying:

Teacher C: *Level one teachers are actually the backbone of your school therefore I think some credit and recognition should be given to them. Take away those teachers from this school and the school will fall flat.*

Participants were questioned on the support that they require from the SMT and whether as level one teachers they were willing to undertake some of the SMT roles and responsibilities. Their responses were:

Teacher C: You shouldn't just be given a chance but also your voice must be heard because sometimes you can share your ideas.

Teacher C, a master teacher, felt that greater opportunities and time should be given to senior and master teachers to engage in leadership roles: His words were:

Teacher C: They were supposed to be given an opportunity to do some administration work as well as given extra free periods but … we are given more than a full load and that prevents us from being involved in other administrative duties.

Teacher B: Embrace all teachers and motivate them to make the school work.

Teacher C: Creating a positive atmosphere in school, creating unity, team building spirit …that you know teachers will look forward to coming to school, willing to volunteer to do things… be very, very sincere about what you do.

Teacher C also felt that not only teachers must change their attitudes, he said:

Teacher C: The change must come also from the management team because we as educators, we want to be heard, we want to be given an opportunity to do things-extras… where leadership is stifled for educators, then we need to make the SMTs at school aware.

Teachers B, C, X and Y strongly felt that if teachers were appointed as subject heads they must be given the authority to lead their departments without the SMT interfering with their decisions. They said:

Teacher X: *You are given that leadership position and you are going to take it to the end then I think teachers will be willing to do that…because they still have to answer to higher authority, they don't want to take up that role given to them or willing to go and volunteer to do something.*

Teacher C: *As a subject head you are not like free to introduce things…it has to come from the office, so you are not like a full- fledged member of management to actually perform the task.*

Teacher Y: *They must support you, not to say now I am giving you a role and come and interfere with whatever decision you have made.*

4.6 CONCLUSION

I think that distributed leadership and teacher leadership are emerging in the school as teachers do provide inputs in decision-making processes, they do volunteer to be in a general sports committee and they do volunteer to assist at school functions such as the goodwill games. Leadership is distributed in formal ways with matric teachers being elected by the SMT to act as subject heads. Findings also show from what participants have said at the individual interviews, focus group interviews and written documents that I observed that while distributive leadership is emerging at the school, delegated leadership is more prominent as teachers are delegated to be in school committees with the SMT heading most of the committees. Duties in the sub-committees are delegated to teachers in the form of duty rosters such as the ground duty list.

School culture and school practices to a large extent promote or hinder teacher leadership at schools. Findings show that not enough opportunities were created for teachers to develop professionally in major tasks such as school timetabling. Teachers felt there is a gap in the working relationship with the SMT with teacher inputs at decision-making processes limited in certain areas only. The study also showed senior and master teachers taking their own initiative to give assistance to other teachers without being delegated to do so. Despite the autocratic top – down style of management participants have shown that they have good working relationships with their peers.

Despite the many barriers that impede on teacher leadership at the school such as time constraints, top-down approach of management, teacher overload, lack of leadership opportunities for teachers and lack of recognition of senior and master teachers, participants show high motivational levels to engage in leadership roles provided they are given opportunities.

The last chapter will present the conclusions and recommendations.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The conclusions in the research study are based on substantiated findings of the data in relation to what the data has revealed and is therefore based on verifiable data. The conclusions are only applicable to the six participants in the research in relation to their own context and is therefore a bounded conclusion. This chapter will present a summary of the main findings in the research and will show the connections between the results and the literature reviewed in chapter 2. Each of the critical questions that guided the study will be addressed in this chapter.

5.2   TEACHERS' UNDERSTANDING AND RESPONSES TO TEACHER LEADERSHIP

Findings showed that participants were unfamiliar with the concept of teacher leadership as their responses during the individual interviews were not spontaneous at first. The research found that 'teacher leadership' was not a frequently used term among teachers in the study. Neither did they associate their own activities and initiatives with the concept of teacher leadership. They felt that being a master or senior teacher encouraged them to take initiatives on their own to mentor and give guidance to teachers on curriculum issues as they have expertise in their subjects. The research showed that the concept of teacher leadership is still an evolving concept among the participants. Other

research by Grant (2006) also shows that in many South African schools the notion of teacher leadership outside the classroom and beyond the school is still an emerging idea. Livingstone (1992) points out that beyond the walls of the classroom teacher leadership roles have been limited in scope. Research at the school showed that there are opportunities for teacher leadership such as heading the chess, soccer and general sports committees. Teachers also volunteer to be ground duty group leaders and are formally appointed as a subject heads. Although leadership opportunities are available, leadership opportunities are restricted to certain areas only. This however, did not deter 3 teachers in the study from engaging in leadership roles beyond the classroom and the school such as being a cluster-co-ordinator, overseeing the health promoting school campaign, getting involved in the Love to Live campaign with neighbourinng schools, teaching ABET (Adult Based Education and Training) matric classes after school, assisting teachers in rural areas, teaching the 2007 matric learners who failed and counselling learners.

I applied Grant's (2006) four zones of teacher leadership to analyse the findings of the research and to make sense of participants' understanding and response to teacher leadership. Findings showed that their understanding of teacher leadership operated mostly in the first two zones of teacher leadership, in the classroom and outside the classroom in curricular and extra-curricular activities. In the classroom teachers understood their leadership roles to be in control, good classroom managers and motivating learners to do well in their examination. Outside the classroom teacher leadership roles were mostly associated with sporting activities and being in various school committees. Teachers also associated teacher leadership outside the classroom to be assisting less experienced teachers. Teachers in the study showed that they are important change agents in the school by moving from the confines of their classrooms to beyond their classrooms by assisting and guiding their colleagues to improve teaching practices within the classroom. Participants said that they assist locum teachers in lesson preparation, drawing up of work schedules and setting of

examination papers. They have aided in transforming the social realities of teaching in the school from individualism to building professional communities. Lieberman and Miller (2004) add that by doing so they build the capacity for joint work and develop norms of collegiality, openness, trust, experimentation, risk taking and feedback. Participants said they have a good working relationship with other teachers and readily give assistance to other teachers as they are senior teachers at the school. Hargreaves (1993) concurs by saying that teachers work most effectively when they are supported by other teachers and work collegially. Effective leaders need to be good leaders in the classroom. Three teachers in the study showed that they have expanded their leadership potential by engaging in leadership activities beyond the school to improve school practices such as networking and creating partnerships with other schools, district offices, the community and organisations in order to foster support and assistance from beyond the school to strengthen the school and to improve educational practices. Their teacher leadership roles included getting involved in the Love to Live campaign with neighbouring schools to send positive messages to pupils on drugs and suicide which is a growing problem among the youth in many schools. Teacher C assisted in building team-spirit among staff members by encouraging them to attend staff functions and Teacher X marketed the school as a health promoting school.

In answering the first critical question, findings show that teachers see themselves firstly as leaders within their classrooms. Teachers must be leaders within their classroom as teaching and learning is the core business of the school. Further, teachers in the study do engage in co-curricular and extra-curricular activities both within and beyond the school by organising matches or coaching learners and working in collaboration with other teachers. Teachers associated teacher leadership with authority, status and position and felt that if they were not put in formal leadership roles by the SMT then they would not be recognised or acknowledged by their colleagues. One of the teachers saw teacher leadership as giving teachers opportunities to be promoted. Teachers did

associate the various leadership roles with improving teaching and learning at the school especially by giving assistance to locum teachers. However, as senior and master teachers they saw teacher leadership as opportunities to develop themselves in managerial positions. They did not associate teacher leadership with how they can improve on their own teaching practices. They saw themselves as experts in their subjects giving assistance to others. Teacher leadership should always be associated with change towards improving classroom and school practices. Wasley (1991, p.23) also associates teacher leaders with change as they encourage their colleagues to change, to do things they would not ordinarily consider doing without the influence of a leader.

5.3   SCHOOL PRACTICES AND CULTURE

As much as school culture may hinder the development of teacher leadership at the school, 5 teachers in the study showed high motivational levels to engage in leadership roles provided they were given opportunities to lead not only in extra-curricular activities but also in major tasks in school administration. They also felt that they should be given opportunities to be involved in major decision-making processes and policy making and not just consulted on certain issues only. I agree with Crowther and Olsen (1997, p.6) that teacher leadership is a 'seriously underdeveloped topic both conceptually and in practice' in most schools. The reason provided by Suleiman and Moore (1997) is that the false assumption that teaching is for teachers and leading is for administrators has operated to the inutility of the public schools for a long time.

Although distributed leadership is emerging at the school and leadership tasks are being distributed to teachers, a more delegated form of leadership prevails at the school whereby teachers are put into various committees without having a choice. 5 teachers said that they are not given choices in choosing school committees. But teachers Y and B said they prefer leadership roles to be delegated to them from the office rather than volunteering to do things. Teacher

B said that when they are put in formal leadership roles then other teachers will be more willing to come to them for guidance. Teachers seem to contradict themselves. Teachers' willingness to undertake leadership roles can easily be influenced by school culture, that is, 'the way we do things around here' (Bush and Anderson, 2003, p. 89).

Principals are enormously influential in their interaction with teachers and learners and send out large cultural messages, but they alone cannot shape the culture of the school. Culture is shared and is the accumulation of many individuals' values and norms. It is a consensus about what is important. It is the group's expectation, not just an individual's expectations. If teachers sit back and accept the existent culture, than the status quo will remain. In the study the principal did exhibit an invitational style of leadership during one of the staff meetings and teacher collegiality prevailed when teachers volunteered to perform certain tasks for the good will games. At other meetings especially the debs ball meeting the principal exhibited an autocratic leadership style. During my informal visits to the school I did not see the principal interacting with staff members outside their classrooms. He was mostly in his office.

Linked to the notion of shared culture is Spillane's (2005) view of distributed leadership that it is first and foremost about leadership practice and that practice is viewed as interactions between people and their situations. In practice such a view of leadership means that there are multiple formal and informal leaders within the school. This research study has shown that shared culture in the form of teacher collaboration and collegiality prevail amongst the teachers when they both formally and informally mentored and guided other teachers such as locum teachers towards improving school practice.

However, there seems to be a gap in the working relationship between the teachers and the SMT. Teachers in the study said that the SMT is not always transparent or consistent in their interaction with the staff. Teacher C critiqued

the way subject heads were selected by the principal in the humanity department whilst Teacher Y said that he cannot go to certain members of the SMT for advice as they look at him as a failure. Closing the gap between the teachers and the SMT requires leadership to spread throughout the school towards a more relational type of distributed leadership (Donaldson, 2001). Teachers and the SMT in the study do not work alongside one another rather than the top-down approach of working with staff members. Research studies by Grant (2006), Rajagopaul (2007) and Sterling and Davidoff (2000) show that schools continue to operate as bureaucratic and hierarchical organisations and that change has really not happened in many of our South African Schools. The research study in this school showed that while the SMT may operate along autocratic lines at times, there has been a shift towards distributing leadership and creating opportunities for teachers to engage in leadership roles such as a teachers heading the soccer committee, being a ground duty leader, heading the general sports committee and making inputs at staff meeting and decision-making processes. The NCS requires teachers to work with other teachers and other subject departments in lesson planning, sharing of resources and integrating learning areas. Teachers in the study are doing this but they work within rigid structures.

Linked to hierarchy and bureaucracy is school context and culture that do not foster the spirit of collaboration. School context to a large extent can hinder or enhance teacher leadership at the school. Kilcher (1992) states that situational dynamics have broad influence on teacher leadership initiatives and teacher leadership work. Findings show that the school culture especially the way the SMT members interact with teachers may de-motivate teachers from engaging in leadership roles. What is needed in schools is a school culture that celebrates teacher leadership; that will motivate teachers to serve as leaders outside their classrooms. Kahrs (1996) argues that recognition of leadership and credit for leadership is a key factor in influencing teacher involvement and leadership. The way forward for teacher leadership in our schools is for principals to find

meaningful ways to reward teachers in ways that they value (Harrison and Lembeck, 1996).

Teachers in the study did indicate that teachers need recognition and acknowledgements for their leadership efforts as it will build their confidence. Findings from the research show that school practices to a certain extent do promote teacher leadership whereby teachers are provided opportunities to engage in formal leadership roles such as subject heads. But not all teachers are given exposure to develop as teacher leaders and leadership roles are only made available in restricted areas. Teachers who are matric teachers are given recognition and leadership opportunities whilst senior and master teachers are given no recognition or acknowledgement. Teachers who have subject area qualifications and experience in teaching grade 12 classes are given leadership roles to head subject departments. This negatively impacts on the motivational levels of other teachers both young and old in the profession who do not teach matric classes to engage in any leadership role. The principal exhibits a democratic and invitational style of leadership role during staff meetings where opportunities are made available for teachers to provide input but teacher inputs are not taken in certain major issues. The principal also asked teachers to volunteer to undertake duties for the goodwill games and for staff input to minimise pupil movement in the morning after assembly. A delegated form of leadership also prevails at the school as evidenced in how teachers are placed in various committees with teachers having no say in which committees they prefer to be in. The committees are mostly led by a SMT member. Participants felt they need to feel their professional worth as they have knowledge and expertise that can be utilized in organising and leading school functions, giving orientation to newly appointed teachers and assisting management in administrative duties such as being in the examination timetable committee.

 Teacher development workshops in preparing teachers to assume leadership roles outside the classroom should be an ongoing process and not carried out

once or twice a year. Also the SMT need to train, motivate and support teachers by giving them greater leadership roles such as heading various committees other than sporting committees and   subject committees. Findings showed that teacher development workshops were mostly aimed at assisting locum teachers. Teachers felt that teacher leadership programmes should be organised to develop teacher leadership skills. If teachers do not have the skills to be teacher leaders they will not be motivated to engage in leadership roles.

5.4   TEACHERS' PERCEPTIONS OF THEIR OWN ROLES AND RESPONSIBILITIES

Participants in the study identified many barriers that they as level one educators face which may hinder them from engaging in leadership roles. Teachers complained of being over burdened with large classes and teaching 10 out the 12 periods. This research study like other research studies by Rajagopaul (2007), Smylie and Denny (1990), Wasley (1991) and Bartlet (as cited in Lieberman and Miller, 2004, p.19) revealed similar barriers to teacher leadership such as lack of time, workload and teacher burn out. Bartlet's (2004) study showed the will and support for teacher leadership were there but the structures, time and distribution of work were not. This research study also showed that lack of recognition, acknowledgements and rewards accorded to teacher leaders especially senior and master teachers has impacted negatively on teachers' motivational levels to engage in greater roles outside the classroom. Also difficulty in working within bureaucratic and autocratic systems posed barriers to teacher leadership within the school. Research studies by Grant (2006), Smylie and Denny (1990), Rajagopaul (2007), and Singh (2007) revealed similar barriers to teacher leadership. Other barriers that emerged from the study were: the gap in the working relationships between the teachers and the SMT as the SMT was not always transparent and consistent in their interaction with teachers; low self-esteem and lack of confidence from teachers and this impacted on teachers' motivational levels to engage in leadership roles as the SMT was seen in

positions of power and authority. Participants also said that they felt overburdened in that the same people were given the same responsibilities repeatedly. Participants felt they were not empowered enough as subject heads; they are still answerable to the SMT and are not given leadership opportunities in performing major tasks.

Despite the many barriers that hinder the teachers in the study to engage in greater leadership roles at school, 5 participants in the study showed high motivational levels to want to be teacher leaders outside their classrooms. Findings showed that teachers' high motivational levels stemmed from watching the successes of other teachers. Teachers (Z and B) see leadership roles as career ladders for themselves as it prepares them for promotion. Even though Teacher C saw teacher leadership as being challenging, he said he is eager to work with his colleagues as he can learn from them different ways of doing things. Teachers showed eagerness to work alongside their colleagues by sharing ideas to learn from one another both in and beyond their classrooms. Teachers by being approachable and willing to learn from others could easily influence other teachers to engage in leadership roles. Through collective discussions in formal and informal ways they could according to Lieberman and Miller (2004) build professional communities and change the school into a learning organisation (Senge, 1990).

Participants in the study have shown that as veteran teachers they have drawn from their experience, knowledge and expertise to inspire and support novice teachers especially locum teachers. Little (1998) states that teachers who lead leave their mark in teaching. They can change how other teachers think about, plan for and conduct their work with students. Four participants felt that they have always engaged in leadership roles outside their classrooms but felt that they needed recognition and acknowledgement from teachers and the SMT. Participants felt that if their efforts were recognised, it will increase their

motivational levels and professional worth. They will feel more confident to engage in greater leadership roles.

5.5   RECOMMENDATIONS

Findings from the study showed that teacher leadership is still an emerging concept amongst participants. Even though teachers engage in leadership roles they do not see themselves as teacher leaders. Neither is teacher leadership a concept commonly used at the school. Firstly, what is needed to awaken teacher leadership in our schools is a broader understanding of teacher leadership as Smylie and Hart (1999) suggest a shift from a single person, role orientated view to a view of leadership as an organisational property shared among administrators, teachers and perhaps others. The starting point is division of labour within organisations. In practice this implies that the totality of roles in the organisation be arranged into roles, activities and tasks and distributed throughout the organisation. Every teacher in the school should be given leadership opportunities with leadership roles being dispersed throughout the school and not restricted to a selected few such as senior teachers with matric teaching experience. Every teacher new or old in the profession is capable of being a teacher leader. Leadership roles should be aimed at improving teaching and learning at the school from monitoring both teachers and learners to determine areas that require change and use the energies of teachers to steer the change process.

Secondly, the SMT must ensure that systems and incentives are put into place to support and motivate teacher leaders, such as rearranging time-tables to create time for teachers to collaborate with their colleagues and in the performance of administrative duties so that teachers will not feel over-burdened. Decreasing the teaching loads of subject heads put in formal leadership roles is necessary as they are not only expected to oversee their departments but also to perform certain management roles and responsibilities. Participants in the study

complained of being overloaded with teaching loads and being put on relief during their non-teaching periods. Teachers feel they do not have the time to take on additional roles.

Thirdly, by engaging senior and master teachers in formal and informal roles to assist and mentor less experienced teachers is helpful in improving teaching and learning at the school. Master and senior teachers are valuable assets in a school and they should be given opportunities and time to lead and share in the responsibility of running the school with the SMT such as orientating newly appointed teachers to fit in with school routines and expectations. They will feel their professional worth when they can give back to the profession. Teachers' motivational levels will increase when they see that they are valued members of the school community. When other teachers see the benefits of teacher leadership, it will motivate them to volunteer to undertake leadership roles at the school.

Fourthly, principals must change their mind-set and encourage teacher involvement in decision-making processes in major tasks and to value their inputs. Teachers will feel empowered and more committed to decisions if they participate in making them. Also to acknowledge the efforts and successes of teacher leaders at formal staff meetings such as praising them and coming up with some kind of reward system that will motivate teachers to give more to the profession. Decision-making and policy-making processes require the involvement of the entire staff in major tasks and activities so that everyone in the organisation takes ownership of changes to the school system, with change being enacted collectively.

As a SMT member, I was interested in listening to the voices of teachers to gain an understanding of their perceptions on what motivates them or de-motivates them from becoming teacher leaders. Although the research study comprised of only six teachers, other research studies have drawn similar viewpoints from

teachers. This research has enlightened me on the systems and procedures that I should be put in place at my school to promote teacher leadership such as restructuring the time-table to make time for teachers to engage in leadership roles. Also support and guidance to teachers in crucial in developing teachers in areas in which they wish to be developed in.

5.6   RECOMMENDATIONS FOR FURTHER RESEARCH

Teacher leadership is an emerging concept in South African schools with not much empirical research conducted in the field of teacher leadership when compared to international research. This research study has identified gaps and silences that require further scholarship and research such as: Firstly, what leadership roles, both formal and informal, do senior and master teachers engage in at other schools? This is an unexplored area on teacher leadership in South African schools that requires further study. Furthermore, this research has shown that not much recognition is given to senior or master teachers at the school. Secondly, how are level one educators appointed as subject heads at other schools and what leadership roles do they engage in both within and beyond the school? Also what provisions are made for subject heads to effectively execute their formal leadership roles? Lastly, grade 12 teachers are considered to be the most valued members of the school as evidenced in this research study. How teachers are selected to teach matric classes in other schools and how this impacts on the working relationships among matric teachers and other teachers at the school require further research.

5.7   CONCLUSION

In conclusion, I believe that teacher leadership is still an emerging concept in many South African schools. This study has shown that participants understood teacher leadership practice as being mostly confined to within and beyond the classroom. Within the classroom teacher leadership was understood narrowly

with teachers identified as leaders if they can maintain control and discipline within their classrooms. Outside the classroom teacher leadership was understood as teachers engaging in extra-curricular activities such as sports, speech and awards, debs ball and matric ball and assisting locum teachers in curriculum issues. Teachers did not associate teacher leadership with improving one's own teaching practices. Teachers selected by the SMT were given formal leadership roles as subject heads with their leadership roles restricted in certain areas only. This did not stop senior and master teachers to exercise their leadership roles. They felt that they had experience and expertise in their subjects and mentored locum teachers but received no recognition from the SMT for their efforts.

Teacher leadership and distributed leadership are inextricably linked to school reform efforts. Schools need to tap into teacher leadership, improve teacher quality and educational practices that will enhance teaching and learning. Three teachers (B,C and X) in the study took leadership roles outside the school towards improving the school by improving discipline, marketing the school or addressing the drug and suicide problems with learners. Teacher leadership redefines school leadership from a single role oriented view of leadership to multiple leaders within an organisation. Within the domains of teacher leadership and principal leadership emerges shared leadership. In practice this implies more horizontal structures with leadership opportunities being distributed throughout schools. With collaborative and collegial cultures teacher leadership is more likely to emerge and develop. This means that teachers must be provided with time for teacher collaboration. Participants in the study said that time is a major barrier to teacher leadership. But, teacher leaders both new and old in the profession also require recognition and acknowledgement to feel their professional worth. Teacher leaders require support from the SMT in providing them with training, resources and time to exercise their leadership roles at schools. Participants in the study said that the gaps in the working relationships

between the SMT and teachers need to close. Without teacher leadership, the status quo will remain and school reform will make little progress.

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APPENDICES

APPENDIX 1

Letters for Access to School

Box 22339

Newcastle

2940

07 August 2008

Permission to conduct a research study at the school

To whom it may concern

Permission is hereby sought to conduct research for my Masters degree in Education Leadership, Management and Policy offered by the University of KwaZulu-Natal. The key focus of the research is to explore teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles at school.

The following participants are needed in the research: six level one educators with more than ten years of teaching experience. The participants are requested to make themselves available for an interview and focus group discussions at dates and times that will suit the school and not impact on the teaching and learning process. I also give an undertaking to adhere to the ethics codes pertaining to this type of research and assure the school that all information will be treated with the strictest confidentiality.

All participants will be informed of: the aims, nature and methods of the research; the maintenance of confidentiality and anonymity by eliminating any kinds of

materials or information that could lead others to identify the subject/subjects involved. It is also further requested that the school permits the researcher to visit the school to carry out observations and to provide the researcher with any relevant information and documentation that may enhance the research study.

Thank you very much for your co-operation. Please feel free to contact my supervisor, Dr Nonhlanhla Mthiyane (033-2606131) at the University of KwaZulu-Natal, Private Bag X01, Scottsville, 3209 or myself should you have any questions.

Kind regards,

_____

Mrs Shobhana Chatturgoon
Student Number 204400301
Telephone : 0729827032
        034-3173000 (W)
        034-3171123 (H)

APPENDIX 2

Informed Permission Consent Form

Researcher's contact details:

Name : Shobhana Chatturgoon

Address : Box 22339, Newcastle, 2940

Telephone : 0729827032

           034-3173000 (W)

           034-3171123 (H)

Student Number : 204400301

University of KwaZulu-Natal

Pietemaritzburg Campus

Supervisor's contact details:

Name : Dr Nonhlanhla Mthiyane

Address : University of KwaZulu-Natal, Private Bag X01, Scottsville, 3209

Telephone: (033-2606131)

I, (*Please print your full name clearly*) _____

have read the letter requesting access to conduct the research project at this
school and I understand all the issues in the letter. I hereby grant permission for
the research project to be undertaken by the researcher.

_____   _____

Signature   Date

APPENDIX 3

Teacher Information Sheet for Interview

07 August 2008

Dear Participant

The Department of Education and your Principal have granted me permission to conduct research on teachers' perceptions on teacher leadership and their motivational levels to engage in leadership roles at your school. The research involves collecting information that will be used to develop a case study of teachers' perceptions and attitudes on teacher leadership. I need your individual participation for this study and would like to interview you at a convenient time.

As a SMT (Senior Management Team) member I am interested in exploring teachers' understanding of the concept teacher leadership. I also believe that there are many factors which either promote or hinder the development of teacher leadership which explains teachers' motivational levels to undertake leadership roles at school. As a SMT member I want to try to understand these factors and listen to what teachers are saying. Furthermore, not much research has been carried out in South Africa on teacher leadership, hence my interest in the research. I hope that my research will contribute towards research on teacher leadership by filling in the gaps in research.

It is hoped that the findings in the research may provide your school with information that will benefit the school by assisting the SMT and level one educators to work towards developing teacher leadership. Also the research will benefit me by improving my own leadership practice as a SMT member at my school.

I have decided to conduct my research project at your school because I have taught previously at the school and I have colleagues at the school whom I am confident will be willing and sincere in assisting me in my research.

I am requesting your consent to be interviewed by myself for about 1 hour. As a participant you are requested to make yourself available for the interviews at a date and time that will suit you and the school and not impact negatively on the teaching and learning process. On your approval, I will record the interview on tapes to assist me in writing out the transcript as accurately as possible. The written transcripts will be made available to you to read and clarify your views. Your participation is voluntary and you may withdraw from the research project at any time with no consequences to you.

I also give an undertaking to adhere to the ethics codes pertaining to the research and assure you that all information collected in the research process will be confidential and stored in a secured place. Any information published from this research will ensure the anonymity of the school and participants.

I would really appreciate your involvement in this research. If you are willing to participate in this research project, please complete the attached consent form. If you have any questions about this project, please do not hesitate to contact me by phone.

Kind regards,

_____

Shobhana Chatturgoon

Telephone : 0729827032
            034-3171123(H)
            034-3173000

APPENDIX 4
Teacher Consent Form (Interview)

Researcher's contact details:

Name: Shobhana Chatturgoon

Address: Box 22339, Newcastle, 2940

Telephone: 0729827032

             034-3173000 (W)

             034-3171123 (H)

Student Number: 204400301

University of KwaZulu-Natal

Pietemaritzburg Campus

Supervisor's contact details:

Name: Dr Nonhlanhla Mthiyane

Address: University of KwaZulu-Natal, Private Bag X01, Scottsville, 3209

Telephone: (033-2606131)

I, (Please *print your full name clearly*) _____
have read the teacher information sheet for the interview and understand all the issues in the letter. I also understand what my involvement will be in the research project.

I agree to participate in the research project and provide the information that is asked of me. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

_____   _____

Signature   Date

APPENDIX 5: Teacher Information Sheet for Focus Group Interview

07 August 2008

Dear Participant

The research involves collecting information that will be used to develop a case study of teachers' perceptions and attitudes on teacher leadership. I need your participation for this study and would also like to interview you in a focus group interview with the other participants at a convenient time.

I am requesting your consent to be interviewed by myself for about 1 hour. As a participant you are requested to make yourself available for the interview at a date and time that will suit you and the group of participants and the school and not impact negatively on the teaching and learning process. On your approval, I will record the interview on tapes to assist me in writing out the transcript as accurately as possible. The written transcripts will be made available to you to read and clarify your views. Your participation is voluntary and you may withdraw from the research project at any time with no consequences to you.

I also give an undertaking to adhere to the ethics codes pertaining to the research and assure you that all information collected in the research process will be confidential and stored in a secured place. Any information published from this research will ensure the anonymity of the school and participants.

I would really appreciate your involvement in this research. If you are willing to participate in the focus group interview, please complete the attached consent form. If you have any questions about this research project, please do not hesitate to contact me by phone.

Kind regards,

_____

Shobhana Chatturgoon
Telephone: 0729827032/ 034-3171123(H) /034-3173000(W)

APPENDIX 6

Teacher Consent Form (Focus Group Interview)

Researcher's contact details:

Name: Shobhana Chatturgoon

Address: Box 22339, Newcastle, 2940

Telephone: 0729827032

        034-3173000 (W)

        034-3171123 (H)

Student Number: 204400301

University of KwaZulu-Natal

Pietemaritzburg Campus

Supervisor's contact details:

Name: Dr Nonhlanhla Mthiyane

Address: University of KwaZulu-Natal, Private Bag X01, Scottsville, 3209

Telephone: (033-2606131)

I, (*Please print your full name clearly*) _____,
have read the teacher information sheet for the focus group interview and
understand all the issues in the letter. I also understand what my involvement will
be in the research project.

I agree to participate in the research project and provide the information that is
asked of me. I understand that I am at liberty to withdraw from the project at any
time, should I so desire.

_____   _____

Signature   Date

APPENDIX 7

Semi-Structured Interview Schedule

Critical Question 1 : How do teachers understand and respond to the concept of teacher leadership?

2 individual interviews

<u>Teaching Experience</u> (General Questions)

1. How long have you been teaching?
2. What accomplishments have you achieved thus far in your teaching career or teaching experience?
3. In light of the current educational changes, what are some of the challenges you face as a level one educator?
4. How do you cope with such challenges?

<u>Understanding the concept of teacher leadership</u> (Specific Questions)

5. What is your understanding of the concept teacher leader?
6. Do you believe that teachers should lead beyond the classrooms?
7. How can teachers establish working relationships with other teachers?
8. Do you work closely with other teachers at school?
9. How can teachers become more involved in school-related activities?
10. Does the School Management Team (SMT) give you the support you need to make you an effective teacher and leader?
11. What provisions or development programs does the school organize to develop teacher expertise?
12. To what extent are teachers involved in decision-making processes at school?
13. Are teachers given opportunities to develop as teacher leaders?
14. Should opportunities arise will you be willing to undertake leadership roles?

APPENDIX 8

Semi- Structured Observation Schedule

Critical Question 2: To what extent does the school promote teacher leadership?
4 announced visits to observe formal meetings (2 staff meetings, I subject committee meeting and 1 meeting on a school related activity)

1. What is the nature of the meeting?
2. Who is the chairperson?
3. Does the chairperson (Principal, H.O.D. or Subject Head) transmit an open and invitational style?
4. Are teachers given opportunities to raise issues or concerns to be included in the agenda?
5. Are teachers consulted on any issue?
6. Do teachers make any inputs at the meeting?
7. Are their inputs valued?
8. Are any decisions taken at the meeting?
9. Are teachers consulted in the decision-making process?
10. Are teachers given any duties at the meeting?
11. Are duties delegated or distributed with teachers making choices on which tasks they wish to undertake?
12. Is there any evidence of or planning of staff development programmes or training of staff mentioned at the meeting?
13. Who did most of the talking?
14. What were teachers doing most of the time?

APPENDIX 9

Unstructured Observation Schedule

Critical Question 2: To what extent does the school promote or hinder the development of teacher leadership?

4 informal visits to the school to observe the following:

<u>Social Dynamics</u>
1. How do teachers interact with other teachers?
2. How do teachers interact with the SMT?

<u>Culture</u>
1. Does the school have a fixed routine?
2. Do teachers work individually, in pairs or in groups in subject and school related activities?
3. How and where do teachers spend their breaks and non-teaching periods?
4. What do teachers do once learners are dismissed at the end of the school day?
5. Do level one educators engage in any leadership roles outside the classroom during and after school hours?
6. Does the SMT interact with teachers during the school day?
7. What are some of the routines, rituals and ceremonies that form part of the school day?
8. Do teachers actively engage in these activities?

APPENDIX 10

Focus Group Interviews: Semi-Structured Interview Schedule

Critical Question 3: How do teachers' perceptions of their roles and responsibilities as level one educators inhibit or enhance their leadership roles?

1 focus group interview with the 6 participants.

1. What is your understanding of the roles and responsibilities of level one educators?
2. Do you as senior and master teachers perform additional roles?
3. Should teachers expand their abilities by engaging in greater leadership roles both in and beyond the classroom?
4. How can the SMT create opportunities for teachers to undertake leadership roles?
5. Do teachers have the time and skills to become teacher leaders?
6. What are some of the barriers that hinder you from becoming a teacher leader?

APPENDIX 11

<u>Collection of Documents for Analysis</u>

Critical Questions 1, 2, 3 (Triangulation of findings)

Collection of:

Minutes of formal meetings, duty rosters, school policies, circulars on extra-mural activities, administrative duties and staff notices.

I - interviewer   C - Teacher C

		CODING
C	**In terms of the years' decision-making, you find it is mainly done by the principal probably members of management** and we (*laughs*) have a very peculiar method of democracy where we say it's democratic and **he'll allow everybody to voice their opinions or to say whatever they want to and eventually they already have a particular viewpoint possibly discussed at the management meeting** or the viewpoint that he has. And after listening to everybody although someone may have something very good to say and it could be a good thing, but he'll go back to what he has said and eventually it seems like he wasted half an hour talking about something when he already knew what's going to be happening and **that is like making a mockery of democracy**. So teachers, **I think it becomes more like an autocratic type of a leader. It's not where you allow teachers to participate in decision-making, to voice their opinions, to ask questions or something and when teachers tend to do that then I think they are belittled or ridiculed** and sometimes **the principal can become a bit offensive and rude.** So eh people wouldn't really want to ask.	Decision making Teacher inputs Management style of leadership Autocratic
I	Like on what issues are teachers consulted? Basically the day to day running of the school -	
C	No	
I	Pupil issue.	