'Leaders as Professionals. What Does This Mean For Teachers?'

A Case Study of Five Teacher Leaders in an urban - Primary School in KwaZulu - Natal

By

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DECLARATION

I, Sylvia Govender

Hereby declare that this is my own work. All verbatim extracts have been distinguished by quotation marks, and all sources of information have been specifically acknowledged and listed in the references.

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

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Date: _____   Date:_____

DEDICATION

I dedicate this dissertation to my late dad, Thomas Marrian who taught me how to be a 'go – getter'. You instilled in me the drive to always complete a race that I have started. I know that you would have been very proud. From you I shall continue to draw inspiration.

ACKNOWLEDGMENTS

Abstract.

The aim of this research is to understand the views of teachers regarding professionalism and leadership. As a researcher, I also wanted to investigate whether teachers were given opportunities to lead within a professional capacity in their schools and to examine the factors that promote the development of these teacher leaders as professionals as well as those factors that hinder such development. In view of the recent public servants strike in 2007 and 2010, teachers have been brought under the spotlight in a very negative manner. The teaching profession has been viewed with scrutiny ever since and most if not all teachers were being painted with the same brush of, lack of integrity and respect.

The purpose of the study was to examine how teacher leaders performed leadership roles and also to establish whether such roles were within professional parameters or not. There was a need to understand how teacher leaders understood the term professionalism as well as to ascertain what factors promoted and hindered the development of teacher leaders as professionals.

The study was conducted within a qualitative, interpretive paradigm and took the form of a case study of five educators, who were two Heads of Department and three post level one teachers' in an urban primary school in KwaZulu – Natal. Data collection techniques included semi – structured individual interviews, a focus group interview, questionnaires and observation. Data were analyzed using thematic content analysis.

The findings of the study revealed that although teachers were actively engaging in leadership roles, very little was done to develop these teachers as professionals. This study acknowledges that management members of schools play a crucial role in the development of teacher leaders as professionals by creating opportunities for this professional development.

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Chapter One

Background and Introduction to the Study

1.1.   Introduction.

The aim of this dissertation is to describe the perceptions of five teacher leaders regarding the term "professionalism" as well as the leadership roles that they perform in an urban primary school in KwaZulu - Natal. The term teacher leader is described in many different ways by various authors. For the purpose of this study: teacher leaders are those "teachers who understand the broader forces shaping their work and resisting domestication and not being dominated by internal and outside authorities" (Smyth, 2001, p.171). Further, Wasely (1991, p.23) defines teacher leaders as "teachers who possess the ability to encourage colleagues to change, to do things they would not ordinarily consider without the influence of the leader". Similarly Katzenmeyer and Moller (2001, p.17) define teacher leaders as: "teachers, who are leaders lead within and beyond the classroom, identify with and contribute towards a community of teacher learners and leaders and influence others towards improved educational practice". These definitions of teacher leaders will be used for the purpose of my research study. The study also examines the factors that promote and hinder the development of teacher leaders as professionals in this particular school.

In this chapter I introduce the research topic and the research questions underlying the study. This is followed by a discussion on the South African education system which forms the backdrop for this research study. The reason for this is that I would like to ascertain whether individuals, more especially school leaders are readily embracing the changes that have emerged after the democratic elections of 1994, where the education system was characterized by a hierarchical and bureaucratic style of management (Bush, 1995). One of these changes is for schools to become self – managed. In 1996 a National Task Team made strategic proposals for education management capacity, including a self – management approach to schools and implicitly supporting the notion of teacher

leadership for the new dispensation (Department of Education, 1996). I would like to establish whether teacher leaders are being developed in schools and if so, are opportunities being created for them to develop as professionals or not. Thereafter, I present the research rationale, the research design and the conceptual framework that guides the study. I conclude the chapter with a brief outline of the contents of the subsequent chapters.

1.2. Background To The Study
1.2:1 The Context Of Teacher Education in South Africa.

Introduction of new curricula, which emphasized greater professional autonomy, also required that teachers have knowledge and competences to cope with radical changes in the demographic, cultural and linguistic composition of their classroom (Department of Education, (DOE), 2006). Most currently serving educators "received their professional education when education was an integral part of the apartheid system" (DOE, 2006, p.6).

Since 1994, as a result of teacher rationalization to complement a single education department and changes in curriculum, teachers have also been required to have the knowledge and competencies to cope with the demands of the classroom (Department of Education, 2006). According to the Department of Education the most critical challenge for teacher education in South Africa was the limited knowledge of many of the teachers (DOE, 2006) which I believe, impacts negatively on teachers assuming leadership roles in a professional capacity at schools. The Report of the Ministerial Committee on Rural Education (2005) also highlighted the lack of qualified and competent teachers, under – resourced school facilities and limited access to professional development programmes for teachers as specific challenges facing teachers. Since 1994, the teaching force has had to endure numerous challenges, such as the rationalization of the teaching community into a single system. Prior to this, "education was organized along racially and ethnically divided sub - systems" (DOE, 2006, p.6).

In response to these challenges facing teachers, the Department of Education introduced The National Policy Framework for Teacher Education and Development in South Africa (2006). Thurlow et al (2003) contend that the future depends on an educational system which develops the potential of all that are within it. However, according to Thurlow, Bush and Coleman "changing the education system to meet South Africa's present and future needs will not be easy" (2003, p.V111).

This is possibly because prior to 1994, (during the Apartheid era), policies promoted centralized, authoritarian control of education at all levels within the education system (Grant, 2006). The view of leadership as headship dominated in South African schools where the principal was at the apex of the pyramid, holding all power to make decisions. This view is captured in Bush's formal model of management "where heads possess ultimate authority legitimized by formal positions within an organization" (Bush, 1995, p.52). Therefore, I argue that teachers viewed themselves as powerless as leadership was premised on individual endeavour especially in the form of the principal (Day, 1999). However, "new education policy requires school managers who are able to work in democratic and participative ways to build relationships, especially with staff members and ensure efficient and effective delivery" (Department of Education, 1996a, p.25).

During the apartheid era, education administration was characterized by an approach which led to rule-driven, secretive, hierarchical and bureaucratic management structure, infused with authoritarian and non-consultative management styles and cultures (Thurlow et al, 2003). It is clear that not many opportunities were created for teachers to develop as leaders, or professionals due to the control mechanisms that were in place during the Apartheid era. However, since the 1994 elections in South Africa which brought the country to the post-apartheid era, many changes have occurred at all levels. The conceptualization of appropriate approaches to public administration and the ways in which school should be managed have also changed having a vast impact on schools and teachers more recently (Thurlow et al, 2003). This is a problem worthy of study now,

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because many schools face many challenges such as time constraints, overloaded timetables as well as inadequate and insufficient manpower and resources to promote the development of teachers as leaders within and beyond the school therefore I decided to embark on this research study as I hoped to establish whether teachers are adapting to these new educational and management changes and structures which are now in place in the South African education system.

Five teacher leaders have been selected from my present school to participate in this research study. These teachers were of different levels, two of which were Heads of Department and three were level one teacher's. The reasoning behind this was to identify the leadership roles played by those in a managerial position as well as those assumed by one teacher's. There was set criteria for the selection of these five teacher leaders.

"Principals and teachers have been at the receiving end of top-down management structures. They have worked in a regulated environment and have become accustomed to receiving direct instructions from department officials" (Department of Education, 1996, pp. 19-20). Since then strict hierarchies, different ideologies, bureaucratic systems and control mechanisms have been replaced by self-governance, flatter management structures, collegiality and shared leadership (McLennan and Thurlow, 2002). It would be interesting to discover whether teachers are adapting to such changes. Another major change is that teachers have been greatly empowered in respect of their involvement in processes and decisions which affect them directly (Thurlow et al, 2003). Once again, this adjustment in respect of teacher empowerment and how these teachers relate to them is a problem worthy of study especially in this post-apartheid era in South Africa.

1.2.2. The Professional Development and Status of Teacher leaders in South African Schools

The report of the Ministerial Committee on Rural Education (2005) highlights specific challenges that teachers face, especially in rural schools. I argue that these are not unique

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to rural schools only, they are not isolated issues as many urban and semi – urban schools face similar challenges. Some of these challenges include a shortage of qualified staff, under – resourced school facilities and limited access to professional development programmes for teachers, and poor leadership and management, including autocratic leadership styles that prevented teachers from being developed as leaders (Bush et al, 2003). Policy initiatives such as the National Policy Framework for Teacher Education and Development in South Africa have been introduced as part of an overall strategy for the successful recruitment, retention and professional development of teachers, to meet the social and economic needs of the country. The objective of the policy is to achieve a community of competent teachers dedicated to provide high quality education. I do, however, concur with Moloi (2007) who argues that "In the context of South Africa achieving this status of professional development and creating a learning organization is difficult and complex given the nature of the different experiences of school leaders" (Moloi, p.468).

Jansen lends support to this view when he states that "these experiences are mediated by the way teachers understand and act on their value commitments, personal backgrounds and professional interests in the context of change" (Jansen, 2002, p.121). This suggests that Jansen (2002) is referring to important features of professionalism that should be displayed by teachers. Policy documents such as The South African Schools Act (1996) and the Norms and Standards for Educators (2000) are calling for a new type of leadership which involves level one teachers also forming part of the leadership at schools. The ideology resonating in these policy documents is that innovation, change and teacher development are no longer defined by those external to the school.

A new professionalism seems to be emerging that places teachers at the heart of change (Katzenmeyer and Moller, 2001). I believe therefore that professional development is central to becoming a teacher. Bell and Gilbert (1996) point out that professional development is the core of teacher development, which does not only focus on empowering teachers with skills to handle teaching activities, but also builds competent, motivated, confident teachers which are attributes pertaining to professionalism. Teachers

are traditionally in the professional category of the occupational structure because of the nature of the job they do. Against this backdrop, the case study reported on in this dissertation, which is part of a group project, explores whether teachers in the school selected for this study are being treated accordingly by the school management team (SMT) to perform leadership roles in this professional category mentioned and also whether they are being developed as professional leaders.

1.3. Rationale of the Study

My interest in teacher leadership and professionalism is entrenched in a combination of my own personal experiences as a teacher and my academic experience as a Master of Education (MED) student at the University of KwaZulu - Natal (UKZN). As a level one teacher, I have many opportunities to lead school – based initiatives. I take on many roles and responsibilities previously designated to formally appointed management personnel. When I reflect on my journey as a teacher at the school in which I teach, I realize that many opportunities were created for me to develop as a professional leader due to own initiative and desire to do so. This motivated me to embark on another journey, this time as a researcher, tracking five teacher leaders in my own school context. I wanted to understand and describe their perceptions of professionalism as well as their experiences as teacher leaders.

The rationale behind conducting the research in my own school was firstly, that it was convenient. I also wanted my research to give feedback to me on how teachers were being developed as leaders and if so, what factors were promoting or hindering the development of these teacher leaders as professionals? The concept of professionalism and how it is understood has relevance and significance in education in that it influences the role of the teacher and his or her methods and activities of teaching, which in return affects the students' ability to learn effectively (Lunenburg and Ornstein, 2000). Neuman (1998) further advocates that "As individuals, professionals have the right to perform their work as they see fit, based on specialized knowledge acquired through specialized

training and a professional teacher educates students so that they learn concepts and apply it to their lives" (Neuman, 1998, p. 12). Furthermore, this type of teacher shares knowledge with others and also gains knowledge from others. I believe that Neuman (1998) is suggesting that teachers' liaise and consult with other teachers outside their own schools. It is my sincere hope that the findings of this research study will be used to guide and elevate our school to a level where the development of teacher leaders as professionals can be optimized.

1.4. Research aim and Questions

The aim of the study was to explore how teacher leaders understand the term "professionalism" as well as to describe some of the leadership roles assumed and performed by these teacher leaders in a particular school context. The study also aimed at exploring the factors that either hindered or enhanced the development of teacher leaders as professionals at the school. The two main questions that guided the research study were:

1. How is professionalism understood by teachers?
2. What are the factors that promote or hinder the development of teacher leaders as professionals?

1.5. Research Design and Methodology

Chapter three of this dissertation deals with design and methodology more thoroughly, however, a brief overview follows here. Considering the aim of my study, I chose to locate the study within the interpretive paradigm. According to Cohen, Manion and Morrison (2007) research within the interpretive paradigm seeks to understand the subjective world of human existence. It describes the meanings that people attach to social interactions they observe and it is largely descriptive and inductive in nature. In attempting to answer my research questions, I needed to observe the teacher leaders in their natural setting and investigate the factors that either promoted or hindered the

development of these leaders as professionals in that particular context. Therefore, I argue that the interpretive paradigm was the most appropriate paradigm in which to locate my study because it provides for a thick, rich description of the phenomena under study, which helps to answer my research questions.

The research methodology used to answer the research questions was in the form of a case study. Case study research according to Cohen, Manion and Morrison, "involves observing a case or a phenomenon in a real – life context" (2007, p. 254). I believe hat the case study method was the most appropriate method to employ because the leadership roles of professional teachers cannot be studied outside the context in which it occurs. This is reiterated by Smylie (1995) who states that teacher leadership is an organizational phenomenon. I observed five teacher leaders over a period of time in their own school context to examine the leadership roles that they were engaging in as well as investigating the factors that promoted or hindered their development as professionals.

I used convenience sampling by conducting the study at my own school. By adopting a case study methodology, I was able to use multi – method data collection tools thereby reducing the element of subjectivity. I used qualitative methods such as focus group and semi – structured individual interviews, observation and document analysis to describe teacher leaders as professionals. Stake (2005) argues that the case study is guided by a conceptual structure which for me, as a researcher means developing common themes, concepts or theory from the data that emerge from the findings of the case (school). According to Rule and John (2011, p.130) "case studies hold the potential of building new conceptual models for understanding the phenomenon at the heart of the study and these conceptual structures can serve as new openings for future study and knowledge construction". Further to this, Rule and John (2011) state that "a case study is not automatically generalisable to other contexts" (p. 129). This is relevant to this study where the findings of the case will be applicable to its context not generalized to other schools. In the next part of this chapter, I give a brief outline of the theoretical structure guiding the study.

1.6.   THE THEORETICAL FRAMEWORK

According to Babbie and Mouton (1998, p. 111), "conceptualization is the process through which we specify what we will mean when we use particular terms". I align this study to the theory of Lave and Wenger (1998) which argues that learning involves participation in a community of practice and refers to a process of being active participants in the practices of social communities and constructing professional identities in relation to those communities. New emerging research by Wenger (2006) suggests that a community of practice defines itself along three dimensions, namely, its domain community and its practice. Muijs and Harris (2003, p. 440) concur with Wenger's earlier work that "a professional community is a community where teachers participate in leadership activities and decision making". However, this professional community can only emerge when teaching becomes professionalized. According to Mertens and Yarger (1998, p. 4) "teaching will not be professionalized until teachers become more involved in making decisions that affect not only their classrooms, but also their professional lives beyond the classroom. Muijs and Harris (2007) are of the opinion that "continuous professional development is possible if rich and diverse opportunities are created for teacher leaders" (p. 114). Finally, I align myself with the theoretical conceptualization of professionalism as enunciated by the South African Council for Educators (SACE) which suggests that professionalism includes the notion of professional autonomy, knowledge and professional ethics. I have opted to elaborate on and review these theoretical concepts which guide my study in *Chapter Two*, the literature review.

Ethics concerns the rules that researchers need to consider when conducting social research because it involves people. According to Cohen, Manion and Morrison (2007, p. 58) ethics can be defined as "a matter of principled sensitivity to the rights of others". I take this to mean that when conducting research, researchers must respect the human dignity of the participants. In my study, I realized that I would be invading the private space of my participants at times (Cohen et al, 2007) and I adhered to research ethics thereby protecting my participant's rights.

For a study of this nature where I, the researcher would be positioned in the location of the study, I needed to gain access into the school. Although I opted to conduct the research at my own school, I still needed to get permission from the principal. Prior to commencement of my study, I gave the principal a letter requesting permission to conduct my research at the school. In this letter, the nature and purpose of my research project was outlined (Appendix 7). At the very outset of this study, I briefed the staff at my school on the nature of my study and the need for them to grant me consent as participants in the study. The participants were also informed that their participation was voluntary, and that they could withdraw from the research study at any time. In signing the consent letters, the participants were assured that their identities would be protected and disguised at all times, thereby guaranteeing autonomy and confidentiality. Furthermore, to gain support from participants, a qualitative researcher conveys to participants that they are participating in a study, explains the purpose of the study, and does not engage deception about the nature of the study (Creswell, 1998). According to Cohen et al (2007) consent letters serve as a 'moral obligation contract' between a researcher and participants.

1.7. OUTLINE OF THE CHAPTERS

In this chapter, I outlined the background of my study by describing the context of teacher education in South Africa. I also introduced the theoretical framework of my study together with the rationale behind the study. In Chapter Two, I review both international and local literature on teacher leadership and professionalism. In Chapter Three, I discuss the research design and case study methodology used in this study. Chapter Four attempts to present a descriptive analysis of the five teacher leaders as well as the common, major themes that emerged from the analysis of the data. This dissertation concludes with Chapter Five, in which I present a summary of the major findings of this study. I propose a few recommendations and make suggestions for further research.

Chapter Two

2.1. Literature Review.

In this chapter, I review existing, relevant literature on teacher leadership and teacher professionalism as well as the leadership roles that teachers engage in. The aim of the literature review is to acquire insight in answering my research questions, i.e. how is professionalism understood by teachers in an urban primary school in KwaZulu – Natal and to identify the factors that promote or hinder the development of these teacher leaders as professionals. I hope to establish through this study whether the five participants are leaders as professionals or just simply teacher leaders or neither. Drawing from an array of literature already conducted on teacher leadership and professionalism, I will review these concepts in this chapter.

Since 1994, the new democracy started with the reconstruction in all facets of the different sectors of the country. There are numerous challenges faced, politically, economically, socially and most importantly, educationally. However, while a new education system is being reconstructed, on a continual basis, there is a greater task awaiting all the stake holders in education that is the transformation of the attitudes of teachers and learners regarding their respective roles, which is that teachers must teach and learners must learn (Lethoko, 2002). In essence, teachers are the ones charged with the primary duty of ensuring that the main aim is achieved, which is that the actual business of schooling is carried out adequately whereby teaching and learning takes place in its maximum capacity. This captures what Hargreaves and Fullan (1992) and Katzenmeyer and Moller (2001) express - that the key to educational change is the teacher.

Since teachers are an important element of any education system and therefore the nature of their work is an important one (Lethoko, 2002), I put forward an argument as to whether they are recognized as professionals and if so, question if opportunities are being created for teachers to develop as professional leaders very especially in the context of their own schools. According to Hargreaves (2003) and Lieberman and Miller

(2004), teachers are under increasing scrutiny and political pressure to raise student achievement therefore the task of school leaders must be one sustaining schools that work, not only for students but also for teachers. Therefore, teachers as parents, adults and professionals have to lead by example, be self – disciplined and dedicated to their work (Mukeredzi, 2009). I do hope that I am able to observe this similar professional attitude and self-discipline in the participants and other teachers in my study.

At the present moment the teachers' motivation and professional ethos leaves much to be desired. There is reported evidence of this low morale and ethos of teachers from a study already conducted in South African schools. This survey reported that the number of teachers that opted to leave the teaching profession if they could was considerable, an estimated number of 55 percent was found (Human Sciences Research Council, HSRC, 2005). The report also stated that some of the reasons indicated by teachers during this research study included: an overload of administrative work which was a major cause of stress, a major problem with undisciplined learners and minimal opportunities for them to advance in their teaching careers (Hall et al, 2005 cited in the South African Journal of Education, 2001). Further, Hall et al (2005) state that the largest causes of attrition and dissatisfaction contributing to this low morale was that temporary teachers were faced with the daunting disappointment of their contracts being terminated as well as the resignation of many dissatisfied teachers and finally mortality. It is clear that many of the above points apply to the work that teachers do and at the heart of all this teachers work lies the notion of teacher professionalism. I hope to gain more insight into this aspect of teacher professionalism and teacher leadership through this research study. Therefore the aim of this research study is to establish the meaning of the term teacher professionalism through the voices of my five teacher leader participants.

According to Hartshorne, "the professional ethos of teachers may be an important factor that has an influence on the Culture of Teaching and Learning" (1992, p. 80). The question about teaching as a profession is important for the restoration of the Culture of Teaching and Learning (COLT). I concur with Smith and Schalekamp (1997) that to enhance COLT, motivated, self – disciplined people with a true professional attitude are

needed. Some of these attitudes as described by Smith and Schalekamp (1997) are commitment, willingness, preparedness and determination of teachers to perform their duties. In addition to these attitudes is also the need for teachers to be trained and qualified in this profession of teaching. This study intends to explore whether this development and training is happening in schools.

The question of whether teaching is a profession or not has been dealt with by numerous academics for many years (Schreuder, Du Toit, Roesch and Shah, 1993 : 11 ; Badenhorst (ed.), 1988: p 143 ; Mangla, 1992 ; Ornstein, 1981). By this statement, Wenger (1998) suggests that individuals derive their identity from their membership of, and participation in, communities of practice. There are a lot of different views and contested ideas about what teacher professionalism actually means (Hoyle and John, 1996). The major question that the authors are asking is "whether the idea of a profession is based on knowledge, judgement, ethics and self government" (Hoyle and John, 1995). Further to this, Hoyle and John (1995) suggest that the notion of a profession is sometimes used by members to gain some benefits such as monetary gain. The question about teaching as a profession is important for the rebirth and renewal of a successful teaching and learning process to prevail in schools. This is also referred to as a Culture of Teaching and learning (COLT). I further align myself to the theory of Lave and Wenger (1998) who argue that mutual learning is concerned with all those involved in this process to participate with each other in a community of practice. The authors also propose that identities can be constructed in relation to those communities. By this statement Wenger (1998) suggests that individuals derive their identity from their membership of, and participation in communities of practice. New emerging research by Wenger (2006) suggest that this community of practice can be described in three parts, namely its domain, its community and its practice. Muijs and Harris (2003, p.440) concur that "a professional community is a community where teachers participate in leadership activities and decision making."

However, this professional community can only emerge when teaching becomes professionalized. According to Mertens and Yarger (1998, p.4) "the teaching profession requires that teachers make decisions that affect both their personal and professional lives

and not only those that affect their own classrooms". This means that the decisions that teachers make must have a direct link between their classrooms and their professional lives. In other words the authors are suggesting that teachers must do and say things that are appropriate in and out of their classrooms (Mertens and Yarger, 1998). If teaching is a profession in the true sense of the word, then teachers will reflect the characteristics of a professional person and that will link directly to a positive culture of teaching and learning emerging in schools. In order to enhance this culture of teaching and learning, what is needed is self – disciplined and motivated people with a truly professional attitude (South African Journal of Education, 2001).

2.2. DEVELOPMENT OF TEACHERS IN A PROFESSIONAL CAPACITY.

I believe that professional development of teachers is crucial and should be given pre – eminence over other aspects such as teacher compliance to educational policies and departmental directives as it affects the process of teaching and learning and therefore impacts negatively on the contexts of teaching. Harley and Mattson writes that "education under apartheid encouraged teacher conservatism and compliance, new legislation increases teacher autonomy and professional discretion" (2002, p.288). I concur with Harley and Mattson who believe that, "what teachers need is not impersonal policy directives implemented from above with overtones of authority and control, but localized, contextualized, professionalized, even personalized, developmental support and assistance in the everyday business of teaching" (Harley and Mattson, 2002, p. 300). This is especially significant for level one teachers as the implications of this research study hopes to reveal whether this professional development is taking place or not.

A strong case is presented by William Taylor (1980) that professional development and personal development are one and the same. He maintains that "professional development courses are bound to fail if there is no commitment on the part of the teacher and regards this fact as the "single most important factor of teacher education" (Taylor, 1980, p.326).

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He then goes on to define professional development as the "sum total of all the means available for the teacher to become a better educated person to develop judgments and skills, and to keep in touch with ideas and innovations in his or her own cognate fields" (1980, p. 327). The question at this juncture is whether it is the responsibility of the teacher or the Department of Education (DOE) to initiate this professional development. I firmly believe that, in agreement with Cawood and Gibbon (1981) professional development is the attempt made by all educational leaders to promote personal and professional growth of the staff. As the focus of this study is on leaders as professionals and what this mean for teachers, it should place teachers at a central point of leadership (Cawood and Gibbon, 1981).

2.3. Describing Teacher Professionalism

I believe that teachers need to take responsibility for their profession. They should be able to define what is required of a teacher that is effective inside and outside the classroom. According to Broadfoot, Osborn, Gilly and Paillet (1988), teacher professionalism contains three essential characteristics, competence, performance and conduct. According to Englund, professionalism is about the act of teaching within the classroom and it is suggested in the following quote "that teaching is a pedagogical process that focuses on internal quality of teaching as a profession" (Englund, 1996, p.7). It is a requirement stipulated by the South African Council for Educators (SACE) that all educators must conform to a code and this is emphasized and expressed in the following quote "An educator is expected to behave in a way that enhances the dignity and status of the teaching profession ; keeps abreast of educational trends and developments ; promotes the ongoing development of teaching as a profession and accepts that he or she has a professional obligation towards the education and induction into the profession (Department of Education, 1998a:5). This statement clearly identifies teaching as a profession.

Hoyle (1981) argues that each profession should develop guidelines for moral behaviour and ethical practice. I believe that not only is ethical practice important, but professional academic qualifications are equally as important. After the democratic elections of 1994, the South African government decided to create a single education system where all the sectors were unified. It was realized then that many teachers were unqualified or under - qualified to teach in this profession. The Department of Education tried to remedy the situation by co – coordinating and facilitating in – service training (INSET) for such educators. Bursaries were also made available for these unqualified or under qualified teachers to study. One of the principles embedded in the document (Department of Education, 2005) and outlined as one of the principles and the focus of the Ministerial Committee on Teacher Education (MCTE) is that: "Teachers are the key agents in the quality of the education system and that they should be treated and conceptualized as members of a profession (as opposed to service workers" (Department of Education, 2005, p.3). It is reiterated by Cochran – Smith (2004) who claims that internationally teachers are acknowledged as the most important factor in the learning and teaching and that they belong to a profession. From these views it is clearly established that teaching is seen as a profession and teachers as professionals. The aim of this study is to explore whether teachers are treated as professionals within the context of their schools and whether opportunities are being provided to develop them as professional leaders. In other words, are teachers performing leadership duties such as administrative duties, leading groups, mentoring, delegating tasks, taking initiatives in and outside the schools (Lieberman et al 1988).?

A paper was presented by the Wits Education policy unit in October 2005 as a response to a request made by the South African Council for Educators (SACE) in their quest to discover and investigate the actual condition of teacher professionalism in the country. The main aim or intention was for SACE to realize and examine the immediate and current state of teacher professionalism in South Africa. During this research, interviews were conducted with a number of representatives from various teacher union organizations. Some of these union representatives were from the South African Democratic Teachers Union (SADTU), which is a very large teacher union. The South

African Teachers Union (SATU) was also called upon to participate in this research study and the National Professional Teachers Organization of South Africa (NAPTOSA) were asked to express their views on the subject at hand which was the state of teacher professionalism in South Africa. The researchers also involved policy – makers, the South African Council for Educators (SACE) and teachers themselves in this study. This information was retrieved from the South African Journal of Education (2001, 2:4).The findings revealed that unions such as SADTU were more 'militant' in nature and more politically inclined whereas the NAPTOSA union was focused on other matters besides teacher development. It is noted that the teacher unions are actually making very little attempt to develop teachers as professionals. The teacher participants in the above study reported that they themselves took the initiative to upgrade their academic qualifications (South African Journal of Education, 2001). An important point emanated from the individual interview of an educator through the research study described in the South African Journal of Education (2001), that a very limited number of people were employed by (SACE) for the professional development of educators. According to Gardiner and Dieltiens (2002), SACE employs only about four people to facilitate this educator professional development department.

For the purpose of this study, an attempt will be made to explore the involvement of external structures such as teacher unions and the Department of Education (DOE) in developing teachers as professionals. Professionalism and unionism are normally not seen as partners. According to Maile (1993 : 3) and the South African Constitution (1996 :section 23), it is a human right of teachers to belong to a union. As a point of interest it would be interesting to ascertain the extent to which these unions play a role in developing teachers as professionals. Mr. Willie Madisha, the president of the South African Democratic Teacher Union (SADTU) stated that he wanted teachers to be proud of their work because they have a noble profession (Makatile, 1999). Once again it is noted that teaching is perceived as a profession. Which brings me back to the focus of this study which is teachers as professional leaders, what are their perceptions of "professionalism"?

2.4. Defining Leadership

Leadership is an ambiguous concept, which has some significance in the development process in any organization. Law and Glover (2004) states that leadership is about being able to motivate and enthuse others whilst Davidoff and Lazarus (1997) explain that leadership is about possessing intuition and relies on personal judgment. O' Connor (1996) states that leadership is the ability to present a vision so that others want to achieve it. (Fullan, 1999) cited in Coleman (2005) states that leadership is the skill and potential to work in teams and the ability to develop others, having drive, confidence and vision. According to Davidoff and Lazarus (1997) good leadership is an art that relies on intuition and personal judgment rather than following rules, regulations and procedures in learning organizations such as schools.

2.5. Educational Leadership

Educational leadership differs from other forms of leadership in different ways (Norman, 2004). Literature on educational leadership suggests that leadership in schools is not confined to the principal and may be assumed by or dispersed to others including the deputy principal, team – leaders, curriculum leaders and class teachers (Leithwood, 1994). According to Davies (2003) a leader should be able to convert strategy into action through intent, focus and implementation with powerful professional and organizational networks. Gunter emphasizes that educational leadership is not a simple process but a complex one which challenges "the power structures and cultures that we inherit and that can act as barriers to democratic development" (Gunter, 2005, p. 6). For the purpose of this study I am hoping to identify factors that will allow for and encourage democratic development of teachers as leaders. I believe that teachers who are given the opportunity to lead in this manner will be able to demonstrate and practice leadership skills to some degree and in so doing make him or her a teacher leader. Lieberman, Saxl and Miles (1988) found that those teachers who demonstrate leadership traits and skills and who are given the opportunity to lead have skills of managing administrative matters. Teachers

have the necessary skills of managing time, setting work priorities, delegating tasks, taking initiatives, monitoring progress and coordinating the tasks taking place within the context of their schools (Lieberman, Saxl and Milesl, 1988). The aim of this research is to explore whether teachers are engaging in such leadership duties or not and if so are opportunities being created for them to develop as professional leaders?

2.5.1 Teacher Leaders

In spite of these inherent skills that teacher leaders possess, for me teacher leaders also need professional development from all stakeholders in order for them to function effectively in the various teacher leadership roles at schools. This discussion highlights the focus of my study which is: teacher's perceptions of professionalism and factors that promote or hinder the development of teacher leaders as professionals in schools.

2.5.2 Opportunities

Another key issue that emanates from the literature is that leaders within a school should provide opportunities for all staff to demonstrate their leadership skills and expertise and this is reiterated by Spady (2005) who suggests that leadership is not role – specific or about the formal positions that one holds but rather what people do in their positions that makes them leaders. Teacher Leaders make organizations work, therefore it is essential for school leaders to develop and support these human resources effectively to facilitate continuous improvement in the school. In support of this idea, Coleman (2005) states that human resources in organizations vary in competencies and experiences. This means that the support given to teacher leaders to develop them even further must and should be contextualized. This statement demonstrates a dire need for teacher leaders to develop academically and not only focus on developing leadership skills.

2.5.3 Training

According to Davidoff, Kaplan and Lazarus (1994), South African teachers merely receive pre – service training, which is seen as adequate training for their entire careers. They argue that there is a need for ongoing teacher development in South African schools which brings me back to the focus of my study which is to explore the factors that promote and hinder the development of teacher leaders as professionals as well as to understand the perceptions of teachers regarding professionalism.

2.5.4 Barriers to teacher leadership

Hopkins (2001) believes those principals and others holding leadership positions pose barriers to teacher leadership when they are reluctant to disperse and distribute leadership roles to those at the lower levels. This is possibly because prior to 1994, policies were put in place by the South African government which favoured centralized, top-down, autocratic styles that prevailed where all sectors were controlled in an authoritarian manner at all levels within the education system (Grant, 2006). The view of leadership as headship dominated in South African schools (Day, 1999) where the principal was at the apex of the pyramid, holding all power to make decisions. A good description of this is revealed in Bush's formal model of management "where heads possess ultimate authority legitimized by formal positions within an organization" (Bush, 1995, p.52). Therefore, I argue that teachers viewed themselves as powerless as leadership was premised on individual endeavour especially in the form of the principal (Day, 1999). I believe that in order for this effective teacher leadership to be successfully orchestrated, the bottom – up approach should be used whereby level one teachers are consulted with and involved in these distribution of roles. Deal (1985) cited in Stoll and Fink (1996) writes that if school culture works against you, there is nothing much you can get done. In other words, in order for teacher leadership to flourish and develop, the culture of the school must be a collegial one, to prevent barriers to the development of teacher leadership happening in schools which in turn will impact negatively on teacher professionalism.

Therefore the task of school leaders is to motivate staff to improve performance and to create conditions under which teacher leadership flourishers (Katzenmeyer and Moller, 2001). An interesting description of sharing power is provided by Ash and Persall (2000) who state that : "with confident principals willing to experiment and to share power, the raw potential of teachers to become a serious force in school leadership would impact positively on the teaching and learning process" (Ash and Persall, 2000. p.35). I therefore believe that school leaders need to employ various strategies to develop teachers, not only as leaders but also as professionals. Examples of such strategies could include: showing appreciation for work done, engaging teachers in teamwork and keeping staff fully informed about school related matters and providing professional and emotional support.

Katzenmeyer and Moller (2001) propose that the development of certain leadership skills should be incorporated into developmental programmes and activities of the school. Some of these roles include: being a group leader, working collaboratively in a team, conducting and devising professional development workshops and mentoring to help teachers adapt to new roles as professional leaders (Katzenmeyer and Moller 2001). This development of skills is certainly not an easy and 'overnight' task. Specific challenges have been highlighted by the report of the Ministerial Committee on Education (2005) which suggests that there are inadequate professional development programmes available for educators. There is, however, light at the end of the tunnel and the answer could lie with the National Policy Framework for Teacher Education and Development in South Africa which was introduced as an initiative to try to remedy the existing situation. Their task is to recruit, retain as well as to develop teachers as professionals (Norms and Standard for Educators, 2000).

Teachers need to be kept abreast of the latest educational information, techniques and aids to be effective (Davidoff, Kaplan and Lazarus, 1994). I believe that when teachers feel valued they become committed to the vision of the school and willingly take on leadership tasks. It is therefore imperative that school leaders provide supportive conditions for teachers to develop performance and empowerment as professionals

(Harley and Mattson, 2002). These authors also state that "the increasing significance of teacher empowerment and professional development coincides with the current changes taking place in education in South Africa" (Harley and Mattson, 2002, p.291). Literature suggests that there is a need to focus on teachers' skills and knowledge when considering their professional development (Muijs and Harris, 2007).

2.6. Defining Teacher leaders.

According to Muijs and Harris (2003) there are similar as well as competing definitions of the term teacher leadership. International literature for example Katzenmeyer and Moller (2001), describe teacher leaders as teachers who lead not only inside the classroom but in the community as well. The authors also describe teacher leaders as influencing others towards improved educational practice (Katzenmeyer and Moller, 2001). I agree that in reality leadership is often exercised by educators irrespective of any formal   position that they hold. In other words, not only those occupying formal management positions can perform leadership roles.

In defining teacher leadership, Grant (2005) sees the role of the teacher leader as being beyond a managerial position: "teacher leadership implies a form of leadership beyond headship or formal position" (p. 45). Some South African researchers have taken a key interest in the concept of teacher leadership. Singh (2007) also writing in the South African context argues that the scope and nature of teacher leadership allows for it to be examined in terms of teachers who lead both formally and informally. Also writing in the South African context, Rajagopaul (2007, p.12) states that "formal leadership roles include being a representative on a school governing body, union representative member of the staff development team, being a staff representative on the SMT and chairing learning area committees", whilst Berliner (1983, cited in Muijs and Harris, 2003) writes that informal leadership can be seen in terms of functions that are classroom orientated such as goal setting and communicating, also planning classroom activities and creating an atmosphere at school that is pleasant and conducive to learning. As the focus of my

study is to describe some of these leadership roles that teachers are engaged in, I hope to gain more insight into this aspect as the research data gathering process unfolds. Teacher leadership is defined in many different ways by different authors. The notion of teacher leadership is a relatively new concept in many countries and especially in developing countries like South Africa. In the South African context, Grant (2005) defines teacher leadership as:

> a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal leadership roles both inside the classroom and beyond. It includes teachers working collaboratively with all stake – holders towards a shared vision of their school within a culture of mutual respect and trust (Grant, 2005, p.44).

The encouragement and empowerment of teachers to engage in leadership roles motivates them, enhances their self – esteem, leads to work satisfaction and hence higher levels of performance (Steyn, 2000 and Muijs and Harris, 2003). If it does empower others to lead, as Harris (2003) says, then I believe that this will genuinely lead to the improvement of educational practices by other members within the school and most likely in the community, as implied by Katzenmeyer and Moller (2001). These American authors provide a similar definition of teacher leadership to that of Grant (2005) "teachers who lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders and influence others towards improved educational practices" (Katzenmeyer and Moller, 2001, p. 17). Crowther, Stephen, Ferguson, and Hann (2002) build on the definition by Katzenmeyer and Moller (2001) by defining teacher leadership as: "action that transforms teaching and learning in a school, that ties school and community together on behalf of learning and that advances social sustainability and quality of life for a community" (2002, p. 17).

I agree with the above authors that by involving all people concerned with the teaching and learning process, it will help to develop strong bonds between people which will eventually enable them to participate in school – related activities, ultimately developing

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leaders. As we know that today's schools are undergoing massive changes and teachers' roles are changing, I believe that the above views expressed by the various authors bears significance for my research study as I hope to unravel the participants experiences of leadership roles that they engage in and to investigate whether these teacher leaders are given opportunities to develop as professional leaders or not within the context of their school.

Furthermore, having good interpersonal relationships with all stake holders (including the members of the community) as well as good communicative skills, I believe will make it easier to communicate the common shared vision of the school. Katzenmeyer and Moller (2001) argue that the ability to build positive interpersonal relationships is fundamental to the sustainability of the professional learning community. To support this definition, authors such as (Crowther et al 2002), inform us that the action of teacher leadership is important for the achievement of whole school success.

Teachers are becoming consciously aware throughout the world that the most effective leadership is not an individual effort. Research confirms this and according to Greenlee (2007), principals and other management members or those that are occupying formal leadership positions should not be the only leaders in a school. The author believes that to achieve maximum student achievement through learning, teachers must assume roles of leadership and take on more responsibility for school – wide change. I believe that the bureaucratic organizational structure of schools can pose a major stumbling block for the development of teacher leaders in schools. This hierarchical and bureaucratic structure is described in South African literature especially during the apartheid era, "Transactional managerial leadership styles were encouraged by government initiatives that stressed accountability and performativity" (Coleman, 2005, p.20). According to Katzenmeyer and Moller (2001, p.3) "schools were bureaucratic organizations in which hierarchical control separated school managers (principals) from workers (teachers)". Further to this Bush describes how "South African schools and the wider education system display many bureaucratic features" (2003, p.49).

These hierarchical and authoritarian management structures relied on a top – down approach where principals remained in control of power and did not want to share this power with other members in the organization (Deal and Peterson, 1994). Authors such as LeBlanc and Skelton (1997) attribute this reluctance of principals to relinquish and share their power with others in the organization, especially teachers, to the sense that principals feel threatened that level one educators could take over their positions. Gronn (2000, 2002) describes leadership as individuals working collaboratively and collectively, sharing their expertise thereby achieving a greater sum of their individual actions. I believe that this sharing of expertise will result in patterns of supportive interdependency.

In other words teacher leadership is less about dependency and more about interdependency. The traditional view of leadership still regards leadership as headship (Muijs and Harris, 2003; Grant 2006) and that leadership is the sole responsibility of the principal. From a South African point of view, Grant (2006) describes leadership during the era of Apartheid Education as one where leadership was coupled with headship and leadership was understood in terms of position, status and authority (Grant, 2006). Barth (1988) encouraged principals to support teachers not only through words but also by actions. Schools are advised to view and understand the concept of teacher leaders and teaching in a broader context therefore allowing teachers to remain professionally and personally satisfied over the entire course of their careers (Leibemman, 1988 ; Glickman, 1989 ; Fessler and Christensen, 1992). As mentioned earlier, teachers morale appears to be low so something must be done to change this status of dissatisfaction and low – morale and who better than school principals and leaders to accomplish this.

2.8 Distributed Leadership

2.8.1 Multiple leaders

Theorists are now advocating for a different perspective on leadership, where there is sharing of leadership roles and a decentralized approach within the school (Lambert, 1998 ; Day and Harris, 2000). Research in this field have emphasized and stressed the need for shared decision – making, distributive leadership, value – centered leadership and collaboration. I believe that by having multiple leaders, those involved will develop a sense of responsibility, commitment, as well as interdependency whereby they will be able to seek help from each other. This will serve as a basis for the development of professionals within and outside the school. Lieberman (1993), Little (1993), Guskey (2002) and Day and Sachs (2004) allude to the notion of professional development of teachers through networking and collective participation within and outside the school. I am making a link between teacher leadership and distributed leadership because both aspects of this sharing of roles will create this learning community that Wenger (1998) proposes. I believe that this collective activity among teachers, if the findings of this study should reveal any would assist in answering one of the research questions of whether teacher leaders are being given opportunities to develop as professionals or not.

Gunter (2005) further advocates that : "educational leadership is a process of building relationships through productive social interactions where the emphasis is not about controlling relationships through job descriptions, but it is about how the teacher is connected with others in their own and others learning" (Gunter, 2005, p6). As the focus of my study is to explore whether this type of socialization and connectedness is prevalent amongst teachers within the organization, I am hoping that there will be some evidence of this in my case study school. As mentioned earlier, collegiality, teamwork and collaboration are essential components that are fundamental in the development of teachers as leaders (Muijs and Harris, 2003). This point is crucial to my study because firstly, I need to establish whether teachers are leaders within the context of the school and thereafter to examine the factors that promote and hinder the development of these teacher leaders as professionals.

There are many interpretations and definitions of distributed leadership. An organization that believes in and also has multiple leaders is an ideal case of distributive leadership (Spillane, 2006). I do agree with Spillane (2006) that activities pertaining to leadership roles should be evenly and widely distributed and shared within and between members in the organization. For Spillane (2006) "a distributive perspective is about leadership practice which means joint participation and interaction of school leaders, followers and aspects of their situation" (p. 3). I see this as a shift of focus from the principal as the sole leader to including other members of staff. I firmly believe that ultimately leaders are developed or created mainly through joint interactions. There must be a synergy that prevails amongst teachers through the manner in which they interact, communicate and collaborate with each other which will determine how teachers contribute to whole school development. Once again I emphasize the point that the learners are at the 'heart' of teaching and learning. I believe that empowered teachers will be effective in their classrooms. This synergy among teachers will demonstrate a form of professionalism which consequently will impact positively on the learners.

I believe that distributed leadership can work in this sense as all teachers will be given the opportunity of sharing their expertise with others. According to Elmore (2000) leadership tasks should be widely distributed within the organization. This view is captured in the following quote "In a knowledge – intensive enterprise like teaching and learning there is no way to perform these complex tasks without widely distributing the responsibility for leadership among roles in the organization" (Elmore, 2000. p. 14). I agree with the views of Elmore (2000) that leadership roles should be shared as this will lighten the load of school leaders especially in the South African Education system where change is rapid with new developments occurring continually. I believe that the goals of teaching and learning can be achieved with greater success when leadership roles and responsibilities are widely distributed among members of the organization (Elmore, 2000). Other views indicate that leaders from this perspective of capacity building "resides in the human potential available to be released within an organization" (Hopkins and Jackson, 2003 p. 95) whilst Gronn (2000) terms this same idea as "an emergent property of a group or network of individuals in which group members pool their expertise" (p. 325).

The emphasis is not on who does what in the organization but that "distributive leadership takes shape in the interactions of the leaders, followers and their situations which stretches over individuals who have the responsibility for leadership roles" (Spillane, 2006, p. 14). In addition to this view, Gronn's (2002) perspective on leadership is that it is a joint, interactive phenomenon where "leadership is present in the flow of activities in which a set of organization members find themselves enmeshed" (2000, p. 331). Although I do agree with this principle, I believe that many schools remain unchanged and this collective, collaborative working together is futile because many teachers work alone in their classrooms, isolated from other school related activities and they are content because many of them believe that the management members are getting remunerated for this job and they have therefore adopted a negative attitude towards assuming or performing leadership roles.

In order for schools to become more collaborative, there must be some way in which leadership can be strengthened. According to Leithwood, a collaborative culture "encourages the exchange of ideas and endorses mutual problem solving, thereby providing rich opportunities for the exercise of teacher leadership and suitable motivation for future teachers to develop capacity" (Leithwood, 1998, p.132). Muijs and Harris argue that "a teachers leadership skills that he or she demonstrates will impact on the quality of teaching and the nature of relationships that are formed, it builds self esteem and positive relationships within the school" (2003, p.445). This is appropriate for my study as it bears significance for building professionalism among teachers.

An atmosphere must be created where everybody is teaching and everybody is learning and where adults engage actively in their own learning. This statement made by Barth (1996) stresses the need for all stakeholders to be involved in the teaching and learning process. However I have realized that principals can be a major barrier to teacher leadership happening in schools. In essence, one of the greatest challenges for principals is the ability to share power because many believe that decentralizing power is a threat to their authority. They are also of the belief that they are accountable to the Department of Education and other higher authorities and therefore such principals are of the opinion

that they have to make all the decisions. This problem is further exacerbated by policy documents that emphasize the principal's accountability. This autocratic leadership style poses a major barrier to teacher leadership. Closely linked to autocratic principals as a barrier to teacher leadership is the assumption that only people in formal management positions should lead (Grant, 2006). Further to this, Gunter emphasizes that "educational leadership is a more complex process which challenges the power structures and cultures that we inherit and that can act as barriers to democratic development" (Gunter, 2005, p. 6). The problem of 'letting go' is also reported by Singh (2007) who claims that in her study, management team members perceived teacher leadership as risky. This factor could be a major one in hindering the development of teacher leaders as professionals.

Change is not necessarily easily embraced by school leaders. Evans (1996) suggests that in order to overcome "the culture of resistance", there is a need to clearly communicate to those not directly involved about a change project and its progress in order to build support (Evans, 1996). I also believe that most teachers are quite content in the privacy of their own classrooms and because this is how the status quo has been in the past, more especially in the South African education system, there is this tendency on the part of such teachers to resist any form of change. Many teachers feel that they are not officially appointed to a formal position such as a head of department (HOD) or deputy principal and they are therefore reluctant to perform leadership roles. Some teachers may resist leading in school related activities outside classrooms because there is no status, authority or remuneration for extra work that they do as informal teacher leaders.

I believe that the school management team (SMT) is equally important in setting the tone and creating opportunities for teachers to demonstrate their leadership skills and expertise. "Since most educators fall directly under the supervision and management of their respective heads of department (HODs) and subsequently are influenced by the styles of management they exercise, it is imperative that these HOD's distribute leadership among their educators therefore allowing all educators a chance to lead within the school" (Singh, 2007, p. 39). Despite policies and structures being in place, many

school management teams and level one educators still equate 'leadership' with 'headship' (Grant, 2006) and I believe that this is a stumbling block for level one teachers willingly taking on leadership roles. Singh (2007) argues that "It is recommended that a shift in mind – set and attitude is required from all teachers towards a form of distributed leadership that promotes genuine collegiality, with evidence of collaboration, inclusivity and participatory decision – making so that teacher leadership can develop and flourish." (p.30).

Although I agree with Singh (2007) that the above skills are essential for teacher leadership to flourish, there are, however, other skills such as knowledge acquisition and academic qualifications that forms part of professional development of teachers and also aspects specific to their leadership roles. Skills such as leading groups and workshops, collaborative work, mentoring, planning and organizing developmental clinics needs to be incorporated into professional development to help teachers to adapt to the new roles involved. These are some of the ways in which teachers can be developed as leaders.

Ideally teachers should be given an opportunity to act as leaders in their schools which will serve as a basis for building self confidence. This self confidence will in turn allow teachers to share their expertise freely and willingly therefore demonstrating some form of leadership skills and abilities. According to Spillane, (2006) distributed leadership is best understood as 'practice distributed' over leaders, followers and their situation' (p. 14). I believe that in sharing and dispersing leadership roles among members of staff in schools, everyone will be granted a chance to serve as a leader hence building up self – confidence in those who are not normally bold and confident. Prepared, structured programmes where teachers can collaborate and network with each other should be set up to enhance teacher leadership skills and to ensure that teacher leaders can fully develop their leadership potential (Gehrke, 1991 , Clemson – Ingram and Fessler, 1997). The literature suggests that through the preparation and set up of such professional developmental programmes, teacher leadership can become transformative. Since the aim of this study is to examine whether teachers are being developed as leaders and professionals, I hope that the findings reveal some of this evidence whereby teachers are being developed as professional leaders.

Another advantage of allowing teachers to be engaged in or involved in leadership roles is that they will build, maintain and foster healthy relationships with others. More than ever, teacher leaders will have to re – examine the way they think about and value human beings. The teacher leaders in the case of this review will come to embody and value the beliefs of others in the school and will share in the achievement of the mission and goals of the school. According to Hargreaves and Hopkins (1993) "a schools culture is amendable to alteration by concerted action on the part of the school staff. Although this is not an easy task, teacher leaders and schools have more control than they may imagine over their ability to change their present situations" (Hargreaves and Hopkins, 1993, p.119).

But how can people of any school become connected to each other i.e. students, teachers, parents and management members in authentic and meaningful ways? The answer suggested by Sergiovanni (1996) is to share a common moral quest, to be bonded to a set of shared conceptions, ideas, purposes and values and such cultural forces can help find the balance needed to manage successfully in a complex world. I do however, concur with Hargreaves and Hopkins (1993) who claim that people inside and out of the school will have the control and ability to change their present situations. And perhaps the answer lies with developing teachers as leaders to orchestrate and facilitate such a process. On the other hand distributing and diffusing leadership among other stakeholders would be even more beneficial to the schools' development.

Furthermore as teachers learn more and develop as leaders and as schools get smarter, students learn more too. I therefore agree with Katzenmeyer and Moller that, "when teachers lead, they discover the potential to influence student learning through their own actions" (Katzenmeyer & Moller, 2001 p. 32).When teachers are contented they feel part of the school and this leads to them taking ownership of their school therefore wanting to do more for the school. According to Donaldson (2000) "Teacher leaders, just by belonging to the teaching profession can have a major influence in an informal capacity within a faculty, staff and community" (2000, p.223). This I believe will contribute to

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developing individuals as professionals. As already mentioned teaching is viewed as a profession by many authors.

2.9. Conclusion

In conclusion, this review has sketched what some authors have written about leadership, including educational leadership as well as teacher leadership. I have also attempted to explain what and how teachers understood the concept of professionalism. A brief mention has been made of the formal roles played by the teachers in leadership positions and I have also mentioned their leadership activities in formal as well as informal contexts. Some light was also shed on the theories of distributed leadership.

Chapter Three

Research Methodology and design.

3.1 Introduction

In this chapter, I focus on issues pertaining to the research design, data collection as well as the analysis of the data collected from my study. I will present an intensive and interrogative discussion on the chosen methodology, namely a case study methodology. This is followed by a description of the research paradigm used in the study together with its ontological and epistemological assumptions. In the second part of this chapter, I discuss the data collection methods that were adapted for this research as well as data instruments that were used as data were collected from a number of different sources. This variety of sources included survey questionnaires, individual and group interviews, and observations. Data was analyzed predominantly qualitatively with a minimal use of quantitative analysis from the questionnaire. I will also discuss the different analytical tools that were used to analyze these various types of data. The chapter will conclude by highlighting the limitations of this study and the ethical issues surrounding the study will also be reviewed.

3.2 Research Aim And Questions

The aim of the research was to understand as well as explore how teachers view and understand the term "professionalism." The research questions that guided this study were:

1. How is professionalism understood by teachers?
2. What are the factors that enhance / promote or hinder the development of teacher leaders as professionals?

3.3 Research Paradigm

This study is located within the interpretive paradigm. A qualitative research approach was adopted which generally involved a case study research design. This design has enabled me as a researcher to unravel the respondents' nature and understanding of the contexts in which they operate. The main aim was to capture the reality of the participants lived experiences and thoughts about how they understood the term professionalism (Cohen, Manion and Morrison, 2000). This design has enabled me as a researcher to investigate the participants understanding of the nature of their context in which they work and operate. Terre Blanche, Durheim and Painter (2006) cited in Rule and John (2011) point out that "Qualitative researchers want to make sense of feelings, experiences, social situations or phenomena as they occur in the real world, and therefore want to study them in their natural settings" (Rule and John, 2011, p.60). This is essentially why I have opted to use the qualitative approach because I would like to make sense of the participants' actual experiences of teacher leadership roles that they are performing together with investigating whether opportunities are being provided for these teacher leaders to develop as professionals or not. Qualitative research is holistic: there is no need to identify variables for this study (Litchman, 2006). Qualitative research in the interpretive paradigm acknowledges that research is unavoidably subjective because it relies heavily on people (McNiff, 1988).

According to Neuman (2000, p.71) "the interpretive approach is a systematic analysis of social meaningful action through direct and detailed observation of people in their natural setting in order to arrive at an understanding and interpretation of how people create and maintain their social world". From this it is realized that observation is at the heart of interpretive research (Neuman, 2000). Yin (1998) describes how direct observations can range from formal to casual data collection activities.

As a researcher, I wanted to explore how the five teacher leaders in my study understood and responded to the notion of professionalism as well as the contextual factors that either promoted or hindered their development as leaders professionally. I needed to understand the social dynamics of these teachers and view the phenomenon of professionalism from their perspective. Therefore as a researcher, I felt that it was

extremely important to engage in direct observation techniques to capture and understand whether teacher professionalism was actually at play among these five teacher leaders in my study. Cohen, Manion and Morrison (2007, p. 24) explain that when emphasis is placed on "explanation and understanding of the unique and particular case, where the interest is in the subjective relativistic social world", then the most appropriate paradigm to locate the study in is the interpretive because it provides a thick description of the phenomenon under study. I believe that the ontological assumption in this study is that there are multiple realities. In other words, the concept of the term professionalism may be understood and described differently by the participants in the research study.

With regard to the epistemological assumption made in this study, which concerns the very basis of knowledge and understanding, its nature and form, how it is acquired and how it is communicated (Cohen et al, 2007), I agree that knowledge was created in the interaction between myself and the respondents which I believe occurred during the individual interview as well as the focus group interview process. My role as researcher has empowered me to enter into the teacher leaders private space therefore allowing me to collect and analyze data, with the main aim of creating understanding (Maree, 2007). Furthermore, it was the case study design that created this space for this interaction between myself, as researcher and the participants.

3.4 Methodology: A case Study Approach.

In this section, I discuss the research methodology used in the study. The research methodology used to answer the research questions took the form of a case study. For Yin, a case study is "an empirical inquiry within its real life context, particularly when the boundaries between the phenomena and the context are not clearly evident" (1984, p. 23). According to Creswell (1998) the site chosen for the research should be appropriate for the research aim. In this study, the case is my school and the unit of analysis is the five teacher leaders.

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Similarly Cohen, et al (2007), concur with Yin (1984) that case studies involve observing a case or phenomenon in a real – life context. Case studies are descriptive and detailed, combining subjective and objective data. I believe that this description fits with the purpose of my research and the way in which I structured the research process. I used qualitative (subjective data) such as semi – structured individual interviews, focus group interviews and observations as well as quantitative (objective data) such as a survey questionnaire to describe the phenomenon of teacher leaders as professionals.

Considering that one of the aims of my research study was to uncover the contextual factors that promoted or hindered the development of teacher leaders as professionals, I had to spend a considerable amount of time on the site and for this reason I chose to conduct the research at my own school where I could overcome issues of time constraints and inaccessibility to information. Stake (2005) contends that qualitative case studies require that the researcher spends extended time on the research site Yin recommends that a researcher "should use the case study methodology when the researcher deliberately wants to uncover the contextual conditions" (2003, p. 13). I therefore argue that the case study methodology was the most appropriate methodology to answer the research questions as this method was highly pertinent to the phenomena of study. Different case studies have different purposes. Stake (2005) differentiates between intrinsic case study, where the purpose is to illuminate in depth a particular case and instrumental case study where the purpose is to show general phenomena. Instrumental case study research is generally used in comparative case studies. I argue that my research could be described as intrinsic research because I was interested in how teachers understood the term professionalism in my own unique school context and what factors promoted or hindered the development of teacher leaders as professionals in that particular context. Stake (2005) describes the case as a "bounded system." I argue that the case study was the most appropriate methodology to use because it allowed me as a researcher to examine the 'unit of analysis' namely the five teacher leaders, which I believe are the five bounded systems, as well as the contextual factors that mediated the development of teacher leaders as professionals.

3.4.1 Strengths of the case study approach.

One of the strengths of case study methodology is that it can use both qualitative and quantitative data collection methods. This strength proved beneficial to my study as I used qualitative interview data and observation as well as quantitative survey questionnaire data to gain an in – depth understanding of how a larger population of the school understood the term professionalism. Generally speaking, "the larger the sample, the more representative it is, and the more likely that the observer's role is of a participant nature" (Cohen, Manion, Morrison, p.263, 2007). In addition, case study methodology recognizes the complexity and 'embeddedness' of social truths. "By carefully attending to social situations, case studies can represent something of the discrepancies and or conflicts between the viewpoints held by participants" (Cohen et al, p. 256, 2007). This, I believe enhanced the trustworthiness of my findings. Another strength of case study methodology is that they can be undertaken by a single researcher without needing a full research team and the written report of a case study is capable of serving multiple audiences. (Cohen et al, 2007). Neuman (2000) is of the view that large amounts of information on one or a few cases allows the researcher using the case study approach to go into greater depth and get more detail on the case being examined. Taking these two strengths into account and considering that, one of the aims of the study was to get a clearer picture of whether or not teacher leaders are being developed as professionals, I argue that the case study approach was the most appropriate methodology to use.

3.4.2 Limitations of the case study approach.

A major weakness of case study methodology is that it is not easily open to cross – checking and therefore may be selective, biased, personal and subjective

(Cohen et al, 2007). I believe that no interpretive study can escape the elements of subjectivity and potential bias. Nevertheless my use of respondent validation, reflexivity and triangulation techniques was a way to minimize my own personal biases. Another criticism of case study methodology is that it does not allow for generalization. My intention was not to generalize, but rather to describe how teachers understood the term professionalism and what factors promoted or hindered the development of teacher leaders as professionals in my unique school context.

The goal of qualitative research is not to generalize findings across a population. Rather, a qualitative approach seeks to provide understanding from the participants' perspective. It tries to answer the questions such as: "What is unique about this individual, group, situation or issue" (Maree, 2007, p.97). The researchers' goal is always to seek insight into participants' perspectives, experiences, attitudes and behaviours (Maree, 2007). Like other research, a case study has to demonstrate reliability and validity. Case study methodology acknowledges the complexity of social truths as it can represent conflicts and discrepancies between the viewpoints of participants (Cohen et al, 2007). I realized that this enhanced the trustworthiness and reliability of my findings. To remind the reader, this research study adopted a qualitative approach and according to Maree (2007), qualitative research requires the use of various strategies to enhance validity. Triangulation is also critical in facilitating interpretive validity (Terre Blanche, 2004) cited in Maree (2007). As already mentioned, I made use of multi-method data collection instruments, such as individual interviews, focus group interviews, observations and survey questionnaire which facilitated the data validity.

3.5. Location of the study

It is essential to select research sites that are suitable and feasible,

(McMillan and Schumacher, 2001). The research was conducted in my own school, an urban primary school situated in the Midlands area of KwaZulu – Natal. My selection was based on my own knowledge of and easy accessibility to teacher leaders in my own school context. Based on the premise that professionalism applies to individuals within an institution and can be considered as an organizational phenomenon, I believe that a description of the context in which the study was conducted is crucial for the understanding of teachers thoughts and perceptions of professionalism and the factors that hindered or promoted the development of teacher leader as professionals.

The school consists of learners from diverse cultures and backgrounds. In other words, the school has learners from different race groups, namely Indian, Coloured and Black. Learner enrolment at the time of study was 400 learners. The entire teaching staff was 18 in number, consisting of four School Management Team members (SMT) and fourteen level one teachers. The SMT comprised of the principal, deputy principal and two Heads of Department (HOD's). Of these two HOD's one was female and the other was male. With regards to demographics, there were seventeen Indian teachers and one African, who was the Isizulu teacher. The medium of instruction was English though most of the learners were English second language speakers. The school had an admission policy inline with the Constitution of the Republic of South Africa. About 40% of learners traveled more than 80km a day to and from school. The learner attendance was generally good, close to 70%. The school fees were R900, 00 per annum. However, about 60% of the school fees were outstanding. This information was retrieved through the survey questionnaire which was administered to all eighteen members of staff.

The school infrastructure was made up of brick classrooms. The general appearance of the school was good. The buildings and gardens were well maintained. The furniture was of a satisfactory condition. There was a fully functional library for the learners use. There was an office block where the principal and deputy principal had their own offices. One SMT member had his own office which he created for himself from one of the vacant stock rooms. The female HOD did not have an office. There was a staffroom where all teachers had their lunch. The atmosphere in the staffroom was relaxed. The school

employed a security guard to monitor the gate. Safety and security of learners was of paramount importance to the teachers of the school. Teachers were punctual, disciplined and always neatly and properly attired. The teacher absenteeism rate was substantially low. There was a culture of teaching and learning that permeated the school. The above is a brief description of the context of the school and it is important in the context of the study because of its impact on the concept of professionalism and the development of teacher leaders as professionals.

3.6. Access Issues.

The relevance of the principle of informed consent becomes apparent at the initial stage of a research project – that of access to the institution or organization where the research is to be conducted and acceptance by those whose permission one needs before embarking on the research task (Cohen et al, 2007). It is necessary to indicate clearly who you will be collaborating with, when, where and how (Maree et al, 2007).

 A letter was given by me, the researcher to the principal who was the 'gate keeper' in regard to requesting permission to conduct the research at this school (Appendix 7). The letter detailed the nature and the purpose of the research study. Stake (1995) states that a case study researcher needs to identify a 'gate keeper' who will provide access to the site and participants. I was able to do this through the principal. The letter also contained details about myself, that being; my identity, and tertiary institution at which I was registered as a Master of Education student as well as the contact details of my supervisor.

3.7. Participants.

I had to bear in mind that the answers to the research questions would certainly impact on the participants that are selected. Henning (2004) informs us that researchers should select a sample that best answers the research questions. In other words as stated by Robson (1995) samples are chosen because they are likely to be knowledgeable about the phenomena under investigation. It is essential that all participants have experience of the phenomenon being studied (Creswell, 2002). It is my view that the chosen sample in the study (the five teacher leaders) was appropriate because they were my primary source of data and my unit of analysis. Being a teacher at the same school where the research was being conducted, provided me with knowledge of these teachers performing leadership roles and being teacher leaders as I have observed them prior to my embarking on this research study. There was no set criteria used for my choice of the five teachers. I simply chose three level one teachers and seeing that there are so few school management members (SMT), I chose two, a male Head of Department and a female Head of department.

3.8 Data Collection.

According to Yin (1984) data collection procedures in case study research are not routinized. My data collection process was not routinized but rather flexible and driven by convenience. A multi – method approach was used to collect data. The data collection techniques were predominantly qualitative in nature with minimal use of quantitative as in the survey questionnaire which produced most of the biographic and demographical information relating to the school context itself. With regards to the individual interviews, group interviews and observation schedule. I had to exercise extreme patience when collecting data. This had to be done when it was convenient for my participants. Although this was a slow process of collecting data, I realized that the information from the five teacher leaders (participants) was invaluable to me as a researcher.

3.8.1. Focus Group Interviews.

The focus group interview took place at my home during the school vacation (first term) and I arranged a time and date that was convenient for all five participants. According to Cohen, Manion and Morrison (2007, p.376) "focus groups are contrived settings bringing together a specifically chosen sector of the population to discuss a particular topic where the interaction of the group leads to the emergence of data". It is also argued that focus group interviews give participants a chance to interact with each other rather than with the interviewer only. This interaction in turn produces the rich data that the researcher could be seeking. (Cohen et al, 2007).

As a researcher, I outlined the intention of the research project and purpose of the focus group interview to the participants. I also explained the importance of trust and confidentiality. I also informed the participants that I acknowledge responsibility to 'anonymise' the data from the group (Gibbs, 1997). I also appealed to the participants that we needed to establish a sense of trust amongst each other. My study is focused on understanding how teacher leaders in their naturalistic setting perceive and understand as well as respond to the concept of teacher leaders as professionals. The study also intends to establish whether these teacher leaders are engaging in professional roles or not and what factors promote or hinder the development of such teacher leaders as professionals. I therefore argue that the use of the focus group interview was appropriate for my study as the discussion was focused on the research topic and developed around the key questions guiding my research. I noticed an interesting feature during the focus group interview where debate and even conflict of opinions arose which I believe enhanced my data generation. Maree (2007) contends that group debates and even conflict are encouraged during discussion as this can facilitate and produce rich data. "Unexpected comments and new perspectives can be explored easily within the focus group and can be explored easily within the focus group and can add value to your study"
(Maree, 2007, p.90). Most questions were open – ended in the focus group interview which I argue was appropriate because it allowed me as the researcher to probe further when the need for deeper insight into an issue arose.

To ensure validity of the data, I made a tape recording of the focus group interview only after the five participants granted permission. I facilitated the process and guided the discussion towards my research aims which was to establish whether teacher leaders are being developed as professionals and to find out these teachers thoughts, ideas and perception of the term professionalism. I believe that by asking the participants to give examples of leadership roles that they were engaging in and how opportunities were created for them to develop professionally by the School Management Team (SMT) and other stakeholders such as the School Governing Body (SGB), the participants were forced to verify their responses. This enhanced the value and richness of the data that emerged.

I do acknowledge that although a large amount of data was collected in a short space of time through the focus group interview, it also had its limitations. Firstly due to group dynamics, some participants have a tendency to dominate the discussion. Focus group interviews, like most data collection instruments are also influenced by power relations or group dynamics between the researcher and the participants and between the participants themselves (Morgan, 1994). Good interviewers are good listeners who do not dominate the interview process and understand that they are there to listen and do not do all the talking (Maree, 2007). I allowed the participants to speak and I also observed their non – verbal communication. I also probed the participants' responses every now and then as my intention was to elicit as much data as possible.

Each participant was given the full transcripts of the focus group interview to read to clarify that what was written were the actual spoken words. This also allowed the participants to verify any misinterpretations of meaning. This contributed to the validity and trustworthiness of the study. Ethical issues were addressed throughout. This included validation and signing of informed consent forms (Appendix 8).

3.8.2 Direct Observation.

Observation is at the heart of interpretive research (Yin, 1984). The aim of my research was to understand how teacher leaders were being developed as professionals as well as to identify factors that promoted and those that hindered the development of teacher leaders as professionals. According to Maree (2007) observation is an essential data gathering technique as it holds the possibility of providing us with an insider perspective of the group dynamics and behaviours in different settings. I argue that this data collection instrument was appropriate for my study as it allowed me to see, hear and also experience reality as the participants went about their leadership roles.

As a researcher, I used an observation schedule (Appendix 11) in which I identified the predetermined categories of behaviour that I wanted to observe. In the case of this study I wanted to observe whether such teachers were engaging in leadership roles or not and whether such teacher leaders were being developed as professionals. The intention was also to observe and identify what factors hindered or promoted the development of teacher leaders as professionals.

It is imperative for a researcher to constantly ask himself or herself: How do I know that what I have observed was in fact what happened? (Maree, 2007). According to Nieuwenhuis (cited in Maree, 2007), one useful strategy is member checking, where you verify your understanding of what you have observed with those that are observed. I believe that by so doing, I enhanced the trustworthiness of the data that emerged and was thereafter recorded.

Questionnaire Surveys.

At the early stages of the research, during the first week in October 2010, all teachers in the school were asked to fill in a survey questionnaire on teacher leaders as professionals. Those filling in the questionnaire were asked to sign an informed consent form. A researcher using the survey questionnaire technique will be seeking to gather large – scale data from a representative sample population in order to say with a measure of statistical confidence that certain observed characteristics occur with a degree of regularity (Cohen et al, 2007). In my questionnaire, both open ended and closed ended questions were included.

Clarity of wording and simplicity of design are essential. Clear instructions should guide the respondents: 'put a tick', for example, invites participation whereas complicated instructions and complex procedures intimidate the respondents (Cohen et al, 2007). For the purpose of this study, the Likert Scale design was used where the responses were categorized, example 1 = agree, 2 = strongly agree, 3 = neutral, 4 = disagree and 5 = strongly disagree. This method was familiar to most of the respondents. It was also an easy means of quantifying the responses. I argue that the questionnaire that was used was uncomplicated.

Section A of the questionnaire required the participants to fill in important biographical information with a cross format. The purpose of this biographical information section was to reveal how variables such as gender, qualifications and teaching experience influences the perceptions of teachers with regards to professional and academic development as well as their engagement in teacher leadership roles. Survey questionnaires are useful to collect data on phenomena that cannot be directly observed. Surveys can also be exploratory, confirmatory, descriptive or analytical (Shavelson and Towne, 2002). I argue that this small – scale survey was descriptive.

Individual Interviews

I interviewed the five teacher leaders individually. These interviews lasted about two hours each. According to Rule and John (2011) "a semi – structured interview would involve a set of pre – set questions which initiate the discussion, followed by further questions which arise from the discussion" (p. 65). I have used this style of interviewing for the purpose of my study. Rule and John also indicate that "this type of individual interviewing allows for more flexibility during data collection and creates space for the interviewer to pursue lines of enquiry stimulated by the interview" (2011, p. 65).

I hoped that through the use of multiple methods of collecting data I would be able to generate the rich, thick data and information that I was seeking. I believe that by measuring something in more than one way, I as a researcher would be more likely to see all aspects of it. According to Neuman (2000) divergent results from multiple methods can lead to an enriched explanation of the problem. The data was collected and analyzed according to ethical standards and procedures regarding research.

Ethical Issues

According to Mouton (2001, p. 38) "social research is not a value neutral activity. It involves people and therefore it raises questions about ethics". Therefore as a researcher it is imperative that I followed the three basic ethical principles of autonomy, non – malfeasance and beneficence (Stake, 2005). I received permission from the Department of Education (DoE) and the principal of the school in which I conducted my research. Consent letters were also issued to participants whereby I communicated the research aims and anticipated consequences so that they knew exactly what they were consenting to. I also informed the participants that their participation was voluntary and that they could withdraw from the research at any time "A signed informed consent letter

(Appendix 8) serves as a 'moral obligation contract' between the researcher and the participants" (Stake, 2005, p. 447). I also assured participants of anonymity and confidentiality at all times during the research (Winter, 2000).

Conclusion

This chapter has reviewed the case study methodology used in this study. Data collection instruments and techniques were also discussed highlighting their appropriateness to the study. The strengths and weaknesses of the case study methodology were also discussed. I was able to gather a rich and in depth detailed understanding and data about teacher leaders perceptions and thoughts on professionalism. I was also able to identify those factors that promote and hinder the development of teacher leaders as professionals in the context of my school.

Chapter four

Presentation and discussion of the findings.

4.1. Introduction

In this chapter I present the findings as revealed from the data that was collected. As a researcher, I realized that my role has empowered me to enter into a collaborative partnership with the participants (the five teacher leaders) in order to be able to collect and analyze the data with the intention of creating understanding (Maree, 2007). Furthermore, I had to be a sensitive observer who records data and phenomena as faithfully as possible while at the same time raising additional questions, following hunches and moving deeper into the analysis of the phenomena (McMillan and Schumacher, 2001). I argue that this enhanced the variety and richness of data that emerged from this study.

Data was collected using various research instruments which have been discussed in *Chapter 3*. Data from the individual teacher leader interview, the focus group interview and the observation schedule were analyzed using thematic content analysis. I realized that using data from different sources helped considerably to corroborate my findings. For example, it will be noted that I have combined individual interviews with information from the focus group interview as well as from my own observation and an analysis of the literature on the topic. I have more confidence in my results as I have realized that the data from these different sources have pointed to the same conclusions suggesting that the reliability of the data is established (Nieuwenhuis, cited in Maree, 2007).

I begin the chapter by describing the persona of each of the five teacher leaders and I allocated them pseudonyms to protect their identity. According to Creswell (2003), a researcher protects the anonymity of the informants, for example, by assigning numbers or aliases to individuals. I attempt to sketch a picture of how these five teacher leaders perform their leadership roles as well as to identify those factors that promoted or

hindered their development as professionals within this leadership capacity in the context of the school (the case) in which they operate. I also reveal and establish how the five teacher leaders (the unit) in the case study understood the term 'professionalism.'

I interpreted the data systematically in line with my research questions and the literature I reviewed in *chapter 2*. I have chosen to include many quotations from my five participants, as they have emerged from the different sets of data, when presenting my findings.

The table below demonstrates how my data have been labeled together with identifying codes for direct quotations that I have used from the retrieved data.

METHOD OF DATA COLLECTION	ABBREVIATION	TEACHER LEADERS
Individual Interview	I.I	
Focus Group Interview	F.G.I.	
Direct Observation	D.O	
Document Analysis	DOCS	
Integrated Quality Management System.	IQMS	
Development Support Group	D.S.G.	
Teacher Questionnaire	T.Q.S	
School Management Team	SMT	
Teacher Leader one.		1. Anne
Teacher Leader two.		2. Joe
Teacher leader Three.		3. Ram
Teacher Leader Four		4. Mary
Teacher Leader five		5. Grace.

The Description of Teacher Leaders in case Study

4.2.1 Profile of Anne: Teacher Leader one: The Junior Primary Head of Department.

At the time of my study, [1]Anne, a female educator was 51 years of age. She had 30 years of teaching experience and was the Head of Department of the Foundation Phase of the case study school. This Junior Primary phase was a comparatively small one that comprised a pre – primary, one grade one, two grade two and one grade three classes. Anne was also the form teacher of the grade three class. Her teaching qualification included a Junior Primary Education Diploma, a Bachelor of Honors Degree and she is also currently a part – time lecturer at the University of KwaZulu - Natal. Based on this information about Anne, it is evident that she is certainly someone who is involved in new learning as well as imparting new knowledge and skills to others. This is also confirmed by the fact that she is currently pursuing her Masters in Education Degree.

Anne's Husband is a Deputy Principal of a prominent, well recognized Secondary School situated in the Midlands area of KwaZulu - Natal. She has a son who is an Auditor at a prestigious company in Durban and a daughter who is a practicing Gynaecologist. I see a pattern in Anne's family whereby academic qualifications and professionalism are important aspects. To remind the reader, teacher leader one is an Asian teacher who enjoys spending time with immediate family members. I saw teacher leader one (Anne) as a person who led by example and someone who was deeply rooted in her faith as a Hare Krishna Devotee. She presented as a lady of deep integrity, both within and beyond the school as she also served the community adequately. For example, Anne held a religious service every Wednesday mornings for those learners who were interested in praise and worship in the Hindu faith (Observation schedule, p.1).

Anne is a pseudonym for teacher leader one.

4.2.2. Profile of Teacher Leader two: [2]Joe: Sports Convenor.

Joe, at the time of my study was a young male educator, 22 years of age. He had just entered the teaching profession and was full of energy and bursting with enthusiasm to work independently and innovatively to capture the true essence of teaching and learning. My observation of Joe around the school revealed his popularity amongst the learners as well as other members of staff. Further to this he was a single, energetic male who was fully involved with sport at the school.

Joe's highest educational qualification was a Bachelor of Education Honors Degree. At the time of this study, Joe taught Mathematics in grade 7 in the case study school. Joe enjoys teaching and finds teaching Maths very challenging as well as stimulating. According to Joe, "teacher leaders are not born with the expertise and skills to perform leadership duties, but they are created through their interactions and experiences with others". Teacher leaders, for Joe: "build effective working relationships with other people, have good interpersonal skills and are sensitive to the needs of others and also making those around you feel valued and appreciated" (Joe, I.I, p.3). I am led to believe that within these statements lie the notion of professionalism.

Joe continued to describe these qualities and attributes as those of one who belongs to a profession. My observation of Joe in the classroom revealed the approach and techniques that he adopted in teaching the subject together with his interaction with the learners that he shared a cordial relationship with the learners. Joe's expert knowledge in his subject was corroborated by my observations of learners from various grades visiting him during lunch breaks for a little assistance. "The educator is very accessible to learners and learners approach him for Maths tuition during lunch breaks as well as to demonstrate soccer techniques when he is on playground duty" (D.O, p. 3). Joe believes that learners must be continuously inspired and motivated to achieve a standard of excellence in their work. "I constantly use positive reinforcement during the teaching and learning process to inspire learners to excel" (Joe, I.I.p.3).

Joe believes that there is a need for the holistic development of learners. Apart from being such a good Maths teacher, another emergent teacher leadership role that Joe assumed at the school was that of the schools sport co – coordinator: "I am also the co – coordinator of the sports program at the school" (Joe, I.I. p.4). Joe, a keen sportsman, played a leading role in organizing the school's sporting codes and was responsible for planning the schools annual athletics meeting, which involved distributing learners into respective houses, classifying learners into age groups, setting up training schedules and organizing the athletics program. As the sport co – coordinator, he also planned "the schools athletic meeting and all activities related to sports at the school" (Joe, I.I, p.4). From my observation, it was clear that Joe had a vision for developing other members of staff as well. Joe possessed a sharing nature as I watched him sharing his sporting expertise with fellow colleagues. This respectful nature also demonstrated a sense of professionalism. In order to make teachers au fait with various sports codes, Joe held professional development clinics for educators: "He met with educators, work shopped them on the sports codes and planned the sports program for the year" (D.O, p.3). From the description of Joe's leadership roles at the school, I concluded that these roles were actually self – initiated and not delegated by the School Management Team (SMT). I now move on to the profile of teacher leader three.

Joe is a pseudonym for teacher leader two.

4.2.3 Profile of teacher leader three: [3]Ram: The Senior Primary Head of Department.

At the time of this study Ram, a 34 year old male, was married with two sons of school – going ages. He had 14 years of teaching experience all of which were in the case study school. Ram had been in the position of (acting) Head of department for the Senior Phase for one year. The vacancy was thereafter advertised in the open – bulletin vacancy list and Ram had to apply for the position following protocol and he emerged as the successful candidate. His educational qualifications included a teaching Diploma,

Bachelor of Honors Degree in Education as well as a Masters in Education Degree, exactly as the same one that I am currently pursuing. Ram taught Natural Sciences to the grade seven learners. He clearly had a passion for this subject by the fact that he entered some of the learners in the National Science Olympiads which was an external examination that the learners wrote. There was evidence of this achievement as one of the learners was placed second in South Africa in this Science Olympiad. Ram and the student attended a prestigious awards ceremony for this at the University of KwaZulu - Natal (Durban). With much satisfaction, Ram's learners always fared very well in this Olympiads. My observation of teacher leader three (Ram) revealed that his teaching and assessment strategies illustrated expert practice. I believe that his expert practice was due to his years of experience and his expert knowledge of his subject, the Sciences. Literature from research affirms a positive correlation between teacher competence and learner achievement scores, that is teachers who have a deep understanding of their subject and instructional strategies are associated with high learning outcomes (Darling – Hammond, 2000 ; Ball and Hill and Bass, 2005 ; Osgood, 2000). Ram has demonstrated features of his competence and learner achievement scores through the learners achievement in the National Science Olympiad external examination.

In his capacity as Head of Department, Ram also participated in performance evaluation of the educators in the senior phase, by being in their Development Support Group (DSG) in the Integrated Quality Management Systems (IQMS) process at the school. Ram alluded to the educators' assessment and professional support that he engaged in whilst as a Head of Department. In his individual interview he states that "Being the HOD, I am also on the Maths and Science educators DSG which warrants me to visit their classes to assess their teaching and to provide support in order for them to improve" (I.I, p.3). These informal evaluation sessions had a diagnostic purpose which was largely aimed at improving teaching and learning as Ram described: "If a teacher is having a problem with teaching a section, we try to identify what the problem is, we come up with a plan and then put that plan into action and then we evaluate the result and monitor the progress of the educator" (Ram, I.I, p. 4). In light of the above, the data led me to believe that teacher

leader three (Ram) had the teachers' best interest at heart and was concerned with developing them professionally in order to be competent, effective teachers. Hereunder is the profile of teacher leader four.

Ram is the pseudonym for teacher leader three.

4.2.4. Profile of teacher Leader four: [4]Mary the Prefect Mistress and Staff Representative at Management Meetings.

At the time of the study, teacher leader four, a female educator, was 29 years of age and unmarried. Mary had six years of teaching experience and she taught English and Afrikaans to the grade seven learners. Mary was studying towards her Bachelor of Education degree (Bed) through UNISA and had completed two years of her studies. She believed that she was the classic all rounder who was multi – skilled and able to multi-task. Mary's philosophy in life was:" it is better to have tried and failed than fail to try" (I.I, p.5). From my observation, Mary came across as being very confident as well (DO, p.4). I believe that other members of the staff in the case study school have seen this zest for life and Mary's excellent work ethic, which was characterized by integrity, transparency and fairness traits that are suggested by her unanimous election by the staff to represent them on behalf of level one teachers at Management meetings. Minutes of the staff meeting held on 20 January 2011 attests to such a decision being taken: "Mary has most votes to be the spokesperson representing level one teachers at management meetings" (Staff Minutes, DOCS, p.1).

The principal, after announcing this to the members of staff also asked Mary to take on the leadership role as Prefect Mistress of the grade seven learners. Mary accepted and I observed that she felt much honored: "The Principal and educators trusted my judgments and have faith in me to represent them at the management meetings, I feel honored and would not let them down" (I.I, p.5). As mentioned already, Mary was viewed as capable

and skilled in performing a number of leadership roles by members of staff of the case study school thus I am led to believe that Mary's motivation for willingly taking up delegated leadership roles stemmed from her personal desire to gain leadership experience, and to recognition. The following quote attests to this perception: "I did it to get the experience but at the same time get some recognition as well" (Mary I.I, p.6). The above discussion illuminates that most of Mary's leadership roles are predominantly delegated and not self – initiated although she demonstrates an enormous amount of creativity, individuality and independence. The profile of teacher leader five follows.

Mary is the pseudonym for teacher leader four.

4.2.5 Profile of teacher leader Five: [5]Grace: The grade one educator.

At the time of this study, Grace, a 44 year old female was married with three children of school going ages. Although Grace had about 15 years of teaching experience, she is unqualified in that she does not have any academic professional qualifications, except an Early Childhood Development (ECD) Diploma which she obtained by attending in – service workshops at the Thembalethu College. This certificate renders her as qualified to teach pre – school (Grade R) only. She was, however, the best suited candidate for the Isizulu post available at the case study school at the particular time. There was a dire need for an Isizulu teacher to be able to teach the language across the grades (From grade one to grade seven) as most of the learners' mother – tongue was Isizulu and these learners were having a major problem in understanding the English language, The medium of instruction at the case study school was English and seeing that Grace was fluent in English as well as Isizulu, she was best suited for the post. Because of her fluency in English and Isizulu, Grace was able to translate and interpret the languages to the learners during the lessons. Grace was frequently called by other teachers to translate certain aspects of the lesson for them (DO, p. 5). The term unqualified as defined by Sykes (1998) refers to individuals who are not

officially appointed by the Department of Education (DOE) as competent to perform given activities. (i.e. a professional qualification).

According to Grace a teacher leader is "an ordinary teacher who is asked to take on leadership duties that is normally done by a HOD or higher post holder" (I.I, p.7). I fortunately had the privilege of being chosen by Grace as her Developmental Support Group (DSG) member for her IQMS evaluation. During this process of evaluation, I had made some interesting observations which I was pleased to report back to Grace together with the respective HOD during the feedback from her lesson. During my visit to Grace's lesson, I had a glimpse of her classroom expertise. She certainly made use of a variety of resources to improve her learning outcomes and maintained excellent classroom discipline thereby developing a cordial relationship with learners. Grace was "innovative and created a positive learning environment that enabled the learners to participate actively in the learning process" (D.O, p.5). She also gave positive feed back to learners during the lesson and the learners were fully engaged and responded with ease to her questions. "Lessons are appropriately tailored to address learners' strengths and areas of weakness. Feedback is insightful and built to lesson design" (DOCS, IQMS, 2011, p7). Grace regards herself as a teacher leader in the case study school since she has taken on the duties assigned to her by the School Management Team (SMT). "My duties included organizing excursions for the foundation phase learners, monitoring of learner absenteeism, checking of grade two teachers registers as well as checking of Continuous Assessments (CA) marks" (Grace: I.I, p.2).

Grace felt honoured and appreciated when she was delegated responsibilities by the SMT: "it doesn't matter whether I am a qualified teacher or not, they see me as fit enough to carry out these duties" (F.G.I, p.3). I am led to believe that these teacher leadership roles allowed Grace the exposure to interact with other teachers at a level that she was not used to or familiar with. Grace qualifies this by stating: "It gave me exposure to interact with them on a level that I would not normally do. Normally, it was just a conversational level as a colleague, but here you interact with people at

levels at which they work" (F.G.I, p.3). From the above statement, it is clear that Grace felt valued and had a sense of belonging to the case study school, although she was an unqualified teacher. A striking feature or quality of Grace's personality is expressed in the following quote captured during the focus group interview: "to lead is to acknowledge others who you may encounter, learning from them and teaching them. A leader tries to develop the leaders in other people. Leadership is basically about listening, I think anyone in an organization can be a leader, even if they are at the bottom of the ladder" (Grace, F.G.I, p.3). I argue that the above quote alluded to the fact that, Grace, the unqualified teacher who acknowledges that hierarchically she stands at the bottom of the ladder still sees herself as a leader. Having concluded my discussion on the profile of the five teacher leaders in the study, I now move on to describe the participants thoughts and perceptions of how they understood the term "professionalism".

Grace is the pseudonym for teacher leader five.

4.3.   Teachers' Understanding of the concept of Professionalism

Individual definitions of professionalism surfaced during the study across the different data sets which led to a greater understanding of teachers as professional leaders within the case study school. There was some common understanding of the concept of professionalism among the five participants. The concept of professionalism was also understood in a variety of different ways but the varying descriptions showed more similarities than divergence. In exploring the various views that the teacher leaders in this study expressed, I begin by defining the term "professionalism" as understood by Teacher Leader one (Anne).

Anne states that: "Yes teaching is a profession indeed, professionalism means having a vast body of knowledge, acting in a dignified manner and also being equipped to teach learners as well as to be able to answer and respond to learners in the most

effective and honest way possible. In other words having skills and competences to empower your students" (Anne, I.I, p.1). This is in line with what Eraut (1998) states, that through their dedication to good practice day – by – day in classroom practice, teachers indirectly assist their students to develop intellectual and moral capacities to respond to social pressures that may come their way. In other words this is similar to what teacher leader one (Anne) has expressed that students are empowered by professional teachers to function effectively in society.

Thus teachers are labeled professionals because they belong to a trained profession, have the appropriate competence, expertise or consciousness of trained individuals. Ndhlovu (1999) describes a professional as one who qualifies in terms of set standards of education and professional training of the occupation as well as its behaviour patterns.

Teacher leader two (Joe) understands professionalism as: "having knowledge, sound ethical standards, possessing dignity and appropriate conduct and behaviour"
(Joe, I.I, p.1). This view resonates with the theory of professionalism as enunciated by the South African Council for Educators (SACE) which suggests that professionalism includes the notion of professional autonomy, knowledge and professional ethics and conduct.

Ram's explanation of professionalism is: "being skilled, knowledgeable, behaving in a dignified manner, taking responsibility for one's own actions, accountability, I must end there, although the list can go on" (Ram, I.I, p.1). In light of what Ram has expressed, Gultig (1999) provides an almost similar definition by stating that professionalism is not a state or a condition but it is something to strive for, an ongoing goal that enables practitioners to remain current with trends and developments in education. In essence, professionalism, involves commitment by members of a profession to enhance their status and the strategies that they adopt to achieve that goal for the benefit of both the students and the teacher. According to McBride (1996, p.213) "teacher professionalism encompasses notions of professional

accountability." Once again Ram's thoughts on accountability are reiterated in the above quote.

According to Mary, "professionalism means acquiring knowledge through theory and being able to apply that theory into practice successfully, also attaining a professional teaching academic qualification through an institution as well as behaving in a manner that is acceptable and in accordance with the rules and regulations of the body that they belong to" (Mary, I.I, p.1).

Grace responded in the group interview by saying: "Firstly, teachers are employees and civil servants whose prime and ultimate duty is to serve the citizens, in this case the learners. Teachers also have an obligation to develop their knowledge and skills and to be presentable in their 'walk – and – talk' in order to be effective as this is something they do for a living" (Grace, F.G.I, p.2). She further describes her professional roles in her individual interview as: "I'm a teacher, a lawyer, a counsellor, a nurse, a psychologist, many others at some time or the other" (I.I, p.7). I am led to believe that Grace is suggesting that at some time during the course of her teaching career she intuitively and instinctively performs these so – called roles of other trained professionals when the need arises. I gather from this that although nurses, counsellors, lawyers etc are formally trained in a recognized institution to be able to fulfill their duties, teachers like Grace and many others are capable of performing these duties with skill and ability and are unacknowledged to a great extent. In essence, the above discussion suggests that teachers are professional leaders within the confines of their classrooms and sometimes even within the context of the whole school but they are unfortunately not recognized with such status and esteem.

The teachers in the study used many descriptors to describe the term "professionalism" and from these responses it was unmistakable that the teachers were actually aware of what "professionalism" encompasses. Evidence from the data showed that the teacher leaders in the study transcended the boundaries of the classroom to the school as well as the community in their leadership roles. These

leadership initiatives dismissed Hoyle (1980) and Broadfoot's (1988) reference of a teacher leader as a 'restricted professional' who is confined to the classroom and their thinking is narrow and restricted to the classroom. All five teacher leaders in the study aligned themselves with Katzenmeyer and Moller's definition of an extended professional which detracts from the commonly held view that the only way for a teacher to become a leader is to leave the classroom. For Katzenmeyer and Moller (2001) teacher leaders can continue their core business of teaching and being expert teacher leaders in the classroom and still take on leadership roles beyond the classroom. In fact, based on what was said by some of the participants, I assume that these teachers keep abreast with new educational developments and they are widely read. It is noted that most of the participants' responses were in line with what other authors and researchers have reported. I am going to discuss the findings of this study according to themes that emerged. There were a range of themes that emerged and given the space I have for a half thesis, I have decided to concentrate on only a few. The most unanimous descriptor used by all five teacher leaders was that "the recognition and status of this esteemed teaching profession must live on." By using the findings in the data I will now go on to capture in depth what the teacher leaders expressed about "the status of the profession."

4.4. Teacher Professionalism
4.4.1. The Status of the Profession.

During the personal, individual interviews as well as the focus group interview, teachers expressed their opinions on the status of the profession in the following manner: Anne in the focus group interview stated that : "it's a duty without reminder, a calling or a vacation, a noble profession, yes ……. very noble" (Anne, F.G.I, p.13). At the same time, Joe viewed this profession as "we teachers go above the call of duty, the extra mile, we must dress in a proper and dignified manner because we must uphold the status of the teaching profession not bring any shame or disgrace" (Joe, F.G.I, p.14). Within the individual interview, Joe said that "teachers should lead by example, inside and outside the school. People are watching us teachers, what we

do and say" (Joe, I.I, p.7). From these statements that Joe is making I am inclined to believe that he sees the teaching profession as a highly visible one where there are certain expectations and requirements needed from teachers who belong to this esteemed profession.

In addition, Ram explained that "the teachers strike action in 2007 and the most recent one in 2010 brought the teaching profession in the spotlight, teachers were portrayed in a negative manner and the professional image and identities of teachers were tarnished, teachers became the focal point of interest in the eyes of the public, this is not fair to some of us" (Ram, F.G.I, p.6). Mary responded by adding that "it is really damaging to those of us who are committed and will go the extra mile to help our learners, the opinion of the public is that teachers are lazy and unprofessional and put their own monetary needs above the learners educational needs, this has to change and the status of our profession must live on……. "(Mary, F.G.I, p.17). To concur with the views of the teacher leaders, Gultig (1999) states that it is all about public and legal recognition of the professional status of teaching. These types of comments on the status of the teaching profession came up consistently in the data which served as evidence that it was a very popular characterization of teachers belonging to a noble profession. I now move on to discuss Conduct of Professionals.

4.4.2. Conduct of professionals

Something interesting came up in the focus group interview where teacher leader four (Mary) extended her idea of teachers being role models to learners and other members of the community: "teachers are role models, they go the extra mile and they influence others in a positive way, we must walk – the – walk, and talk – the – talk" (Mary F.G.I, p.18). Furthermore, teacher leader five (Grace) envisioned a professional teacher as: "someone that is in the forefront, you cannot say one thing and do another because people are looking up to you, you cannot behave in a negative manner…. You lead by example…….." (Grace, I.I, p.9). In addition, Joe explained

that "teachers are leaders who must act professionally and they are expected to set an exemplary behaviour at all times because it is someone that you want to be like…." (Joe, I.I, p.9).

It is evident from the views that the participants have expressed that they viewed a professional teacher leader as someone who should behave in a specific way as these leaders should portray an image that is acceptable and pleasing in the eyes of the public. This is in line with the Code of Conduct as enunciated by the South African Council for Educators (SACE) which suggests that teachers have the ability to make judgments informed by knowledge and ethical conduct. For this reason SACE emphasizes the regulation of teachers through the enforced code of conduct. I now move on to discuss the theme of personal skills and knowledge development which most of the participants agreed was an essential aspect of professionalism.

4.4.3 Personal Skills and Knowledge – A key element for Professionalism

Analysis of the data revealed that all five teacher leaders shared common traits in terms of skills and knowledge acquisition by professionals. These common traits included attainment of a recognized academic qualification, development of skills by liasing with other external bodies, life – long learning and upgrading of existing educational qualifications, empowerment and knowledge acquisition. Grace, although unqualified shared the same sentiments. The discussion below illuminates some of these common traits as expressed by the participants in this study. The data revealed that gaining knowledge, acquiring skills and educating ones self has numerous possibilities and has no limits.

It was interesting to note that during all five individual interviews, the words "skills, knowledge and competences" seemed to have surfaced as commonalities. A response from teacher leader three (Ram) for example regarding teaching as a profession: "you have to be knowledgeable regarding curriculum matters; you must have the necessary

skills and competences considering that we have learners from diverse backgrounds in our classrooms" (Ram, I. I, p.9). From this response I take this to mean that Ram is suggesting that teachers should develop new skills, competences and knowledge and not only rely on their existing ones as it must be realized that the education system is changing continuously as well as rapidly, especially in the South African context in the post – Apartheid era. Sayed (2001) defines professional development as referring to activities that enhance development or improvement of knowledge and skills for teachers intended to foster classroom practice and learner achievement. This resonates with Liebermans et.al (2000) conception where professional development is situated in an on – going process directed towards cultivating, knowledge acquisition, skills development, upholding and leading each individual teacher along the appropriate route to professionalism (Lieberman and Mace, 2008 ; Lieberman and McLaughlin, 2000).

Typically these skills, knowledge and competences can be developed through higher education Institutions or by attending workshops, in – service training sessions and cluster meetings. Anne was a typical example of a professional teacher leader who was interested in sharing her knowledge with others as well as gaining new knowledge and insight into curriculum and other educational matters. Anne indicated in her individual interview: "as a cluster coordinator, I liase with educators in my circuit on the current issues related to the Foundation Phase as well as curriculum matters, we also discuss any problems that we encounter and exchange resources" (Anne, I.I, p.4). This quote suggests that Anne led in – service education and workshops and assisted educators across the schools in the community and provided curriculum development knowledge to them. This leadership role of Anne suggests that she believes in gaining skills and knowledge as well as empowering others with such skills, competences and knowledge. This act of empowering others was further revealed during my observation of Anne: "she organized coaching clinics at school and got all the educators actively involved" (D.O, p.3). It is evident that Anne's leadership roles extended across all the Zones and Roles as described in Grants (2008) Zones and Roles Model of teacher leadership. As mentioned one of the

theoretical framework that guided this study was the theory of Community of Practice (Wenger, 1998). Considering the roles that the participant leaders play in the school, it fits very well with Wenger's (1998) theory of Community of Practice as there is evidence of this networking, teamwork and empowerment of leaders within the organization (Wenger, 1998). These finding were very significant to the nature and purpose of this study being, teachers' perceptions of professionalism and the factors that promote or hinder the development of leaders as professionals.

In her capacity as Head of Department, Anne took the initiative to encourage as well as give educators who fell directly under her supervision the opportunity of attending these organized workshops and cluster meetings. Muijs and Harris (2003, p. 40) concur that "a professional community is a community where teachers participate in leadership activities and decision making".   I am led to believe that the opportunities that Anne created for the teachers under her supervision were used to network with other educators from surrounding schools whereby mutual learning took place. Grace attests to such learning and knowledge acquisition during her individual interview by stating that "I am more confident in applying assessment strategies and techniques now because I was really struggling with this aspect" (Grace, I.I, p.6). From this it is clear that Grace realized that she had a problem with assessment and as a professional leader she took the initiative to attend this workshop after school hours in order to gain insight and knowledge on how to overcome her problem. A cluster is a group of schools or individuals that regularly converge, to provide mutual support and co – operative work towards own and others development. According to Lieberman and McLaughlin (1992), teachers transcend the dynamics of their own school and classroom contexts and come across other possibilities inclusive of people experiencing and solving similar problems. Further to this Mary describes in her individual interview how "teaching requires us to display some level of authority, maturity, some level of professionalism, a hunger for knowledge and we have to be dignified and excellent in what we do" (Mary, I.I, p.1). Once again the idea of acquiring knowledge and skills as a professional teacher leader surfaces.

Evidence emerging from the data suggests that the participants view this aspect of developing skills and gaining fresh knowledge as an important part of the qualities of professionalism. I now continue to discuss another theme that emerged from the data that being: "teachers associations with professional and political bodies such as unions, liasing with Department of Education (DOE), Professional organizations such as colleges, and universities.

Grants (2008) zones and roles model of teacher leadership (Used to describe teacher leader one, Anne's leadership roles within and outside the school).

TEACHER LEADERSHIP

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

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4.5. Teacher Associations, professionals and Political bodies.

4.5.1 Teacher Unions

In the focus group interview I questioned whether it is generally true that by virtue of the collectivity of being teachers, the five teacher leaders were affiliated to any union. Anne responded in her individual interview that "as teachers we need to belong to a union, in the case where any matter should be addressed by the Department of Education (DOE), I believe that your union can present you and fight on your behalf" (Anne, I.I, p.5). It emerged from the data that all participants were in agreement that as an educator it is essential to belong to a union, but there was a unanimous voice expressed that these unions do not play a major role to develop teachers professionally. Mary attests to this by stating that "the union that I am affiliated to does not have many workshops for developmental purposes, yes, they have many functions in a form of socializing but none to empower or to develop teachers professionally" (Mary, I.I, p.6) Also dissatisfied by the unions stance to empower and develop teachers professionally, Ram informs us that "the union does not give us any sort of material that keeps us guided for the year", he further states that "I have observed other members of another union receiving a package of resources and obviously we need that" (Ram, I.I, p.5).

Teacher unions have been recorded as enabling teacher learning through diverse forms of teacher engagement. Teacher unions as membership driven organizations seek to articulate, provide for and protect professional, economical, social and emotional needs of teachers through workshops, and meetings and other forms of information publication, distribution and sharing (NAPTOSA, 2006). The SADTU defines their overarching goal as to fight for better remuneration and working conditions for educators, represent and promote their professional development and aspirations as well as assume a leading role in education transformation through constant member conscientisation and education in workshops (South African Democratic Teacher Union, 2009).

A very important point emerged from the individual interview with Joe where he claimed that "we are supposed to attend these so – called workshops during our teaching and learning time, no, I can't attend them as this will be infringing on my learners time". He further contends that "I am obligated to my learners, I must be committed to teaching a whole school day as I am getting paid for it, and the unions must re – structure and re - plan these developmental workshops because it isn't working in my favour" (Joe, I.I, p.5). School teachers are currently faced with numerous challenges, including powerful teacher unions that keep teachers and students out of the school resulting in most of our children receiving less than 50% of the instructional time listed on the time table according to Jansen (2010) a doyen of commentators on South African Education.

To further extend this idea, Anne states that "I have been intimidated and forced to go on strike because my union forced me to." The participant also states that "you must be able to balance any clash that occurs between you, as a member of a union and the union should not be a body that will threaten you in any way, they should be there to sort out your problems in a dignified manner, as an individual you need to be assertive and authoritative even towards a union" (Anne, I.I, p.5).

From the above discussion and the data that has emerged, it seems evident that although the participants believe that teachers should belong to a union, they also agree that unions play a minor role in their development as professional leaders. I am led to believe that these out of school structures, such as teacher unions, which are supposed to draw teachers together, provide avenues for professional development experiences, seem to be lacking in their stated objectives. Indeed, the quotations as expressed by the teacher leaders in this study bears testament to this.

4.5.2. South African council for Educators (SACE).

In commenting on the awareness and acknowledgment of the chosen teacher leaders in the case study school, that they belong to an established, recognized collective body, the teaching profession, I am pleased to report that all five agreed that a teacher must be registered with the South African Council for Educators (SACE). At the outset in the focus group interview, the teacher leaders recognized that like any other profession, one needs to be registered with an appropriate, relevant organization that supports that particular profession. The following comment bears significance to the importance of the registration of educators with SACE. "Teachers must have guidelines on how to behave, what is expected of them as professionals and how to go about their teaching" (Ram, F.G.I, p.11). From my understanding of this response, I am led to believe that teachers are in favour of the need to be answerable to someone for their actions, whether it is a misdemeanor or a reward of some kind.

To attend to breaches of the Code, the South African Council for Educators (SACE), a recognized professional organization that consists of trained personnel to deal with such cases. Members of SACE are governed by the specific code of conduct as outlined in the ELRC document. In defining professional ethics, it refers to the code of conduct or ethical code, which serves as a guideline on how to behave as a professional. According to Kroukamp (2008) the establishment of the South African Council for Educators (SACE) by the post – apartheid government signaled recognition of teachers as autonomous professionals who are able to decide on the nature of their work. In the focus group interview, Mary draws parallels to other professions by stating that "lawyers belong to the law Society board, nurses belong to the S.A Nursing Council, they all have some affiliation to some group and why not teachers who are professionals just like the others" (Mary, F.G.I, p.9). This statement suggests that Mary views teachers as professionals and she expects teachers to be acknowledged and treated as such by society. Fortunately teachers have SACE whose main responsibilities are: the professional development of teachers, the registration of teachers and finally the regulation of teachers through the enforcement of a code of

conduct. The data revealed that the participants in this study expressed the need to belong to a professional body that can represent them in any professional situation. I now move on to discuss the factors that promote and those that hinder the development of teacher leaders as professionals within the case study schools.

4.5. Factors That Hindered And Promoted The Development Of Teacher Leaders As Professionals.

In relation to the above topic, my findings revealed that the factors that promoted the development of teacher leaders as professionals were evidently flourishing in the case study school. Professional development through experience was tackled by examining areas of supervision and mentoring, lesson preparation and delivery. The participants have described the leadership roles that they have performed and it was noted that many of these roles were self – initiated and not delegated by the School Management Team (SMT). I believe that the SMT are providing opportunities for the teachers to act in their own capacity in decision – making and other educational matters. It does appear as though the school serves as a good platform for developing these teacher leaders as professionals. The SMT members provided opportunities for professional development and their vision was echoed in the words of Muijs and Harris (2005, p. 442) when they say "the SMT must provide time and resources for professional development activities and validate the concept of teacher leadership". A key issue that emanated from the literature was that leaders within a school should provide opportunities for all staff to demonstrate their leadership skills and expertise (Lieberman et al, 1988) and it is reiterated by Spady (2005) that leadership is not role – specific or about the formal positions that one holds but rather what people do in their positions that make them leaders. The findings of this study has revealed that teachers are given adequate opportunities to develop as professional teacher leaders.

As professional development is not just an individual commitment or activity, but is linked to a wider conception of work, in this regard a conception of what it means to be a teaching professional in the particular job as a teacher, such practices and behaviours may be pointing to how teaching is conceived. Structurally in the case study school site, teachers were exposed to professional development experiences on diverse aspects related to content knowledge and skills through whole staff, cluster and specialization meetings. The survey questionnaire response indicated that wider professional sites such as Department of Education (DOE), teacher unions, SACE, cluster meetings whereby the educators attend workshops did somewhat help to develop them professionally. The need for supervisory support in particular at school activity system level, and from the wider professional sites involving DOE was expressed by the participants in this quotation, "I need support from within, from the subject head, the SMT and the DOE, I need somebody to supervise and guide me, to tell me what to do, to help me to grow……" (Grace, F.G.I, p.14). This issue of support encompasses teacher morale and job satisfaction. Insufficient internal supervisory support and guidance coupled with feelings of entrapment have been linked to teacher burnout, low morale, stress and lack of job satisfaction (Day and Sachs, 2004 ; Kelchermans and Ballet, 2002 ; Zehava and Salman, 2008). Both leaders Anne and Ram suggested such that facilitation involves less emphasis on criticism and punishment, but more on understanding, praise and reward. I am optimistic about teacher leaders been given opportunities to develop professionally because the above suggestion was made by the two Heads of Department in this Study.

4.7 Conclusion

In this chapter, I presented and discussed the research data about how teacher leaders understood professionalism and highlighted some of the leadership roles that they have performed as well as the factors that promoted or hindered the development of teacher leaders as professionals. The data revealed that most of the leadership roles performed by the teacher leaders were self – initiated and not delegated by the SMT. There was

also evidence that professionalism was understood as having knowledge and skills, autonomy, accountability, ethical behaviour and conduct. The data also revealed that there were notable factors that promoted the development of teacher leaders at the case study school. One of the Key features that enhanced such development was allowing individual teachers to make judgments based on curriculum matter, organizing and attending workshops and guidance and supervision from the members of the SMT. The study also highlighted that time was a barrier to the teacher leaders as most co – curricular and extra – curricular activities were conducted during school hours.

In my study I can say that there is definitely a joint relationship between the SMT and level one teachers in developing these teacher leaders professionally. The data revealed that teachers openly volunteered to be part of initiatives and to make sure that they run to the benefit of the school. The teachers at the school are eager to participate in internal as well as external matters regarding teaching and learning and they were supported by the School Management Team (SMT). I am led to believe that there is a collegial and collaborative culture within this school as evidence demonstrate the willingness of teachers to participate in leadership roles. With reference to the research question it is evident that opportunities are created for these teacher leaders to develop-as professionals Muijs and Harris argue that "a teachers ability to lead has an influence on the quality of relationships, it builds self – esteem and positive relationships within the school" (2003, p. 445).

CHAPTER FIVE

CONCLUSION

5.1 Introduction.

To remind the reader, the focus of my research was to explore how five teacher leaders understand the term professionalism as well as to describe the leadership roles that these teacher leaders perform in an urban primary school in KwaZulu – Natal and also to identify the factors that either promoted or hindered the development of these five teacher leaders as professionals. In order to answer these two research questions, I adopted a case study approach and, due to convenience, I chose to conduct the study at my present school.

Methodologically the data gathering process began with direct observations, as well as a survey questionnaire with post level one teachers and the SMT. This was followed by individual teacher leader interviews and a focus group interview with the five teacher leaders. On completion of the data gathering process, I analyzed the leadership roles performed by the five teacher leaders using thematic content analysis.

5.2. SUMMARY OF FINDINGS
5.2.1. THE PERCEPTIONS OF PROFESSIONALISM AS UNDERSTOOD BY TEACHERS IN THE CONTEXT OF TEACHING AND LEARNING.

My findings showed that the teachers in the case study school were familiar with the concept of teacher professionalism as many of the responses revealed some commonality and at times quite a few unanimous views surfaced. One of the major findings in this research suggests that the five teacher leaders viewed the job of teaching as a profession

and they all share the same sentiments that teachers need to take responsibility for their profession. Teacher leader three states that "teachers should be able to define what it means to be a good, effective teacher and to act accordingly"(Ram, I.I, p.5). This is in line with what Broadfoot, Osborn, Gilly and Paillet (1988) view that teacher professionalism contains three essentials characteristic, competence, performance and conduct.

Moreover, my study reveals that the five teacher leaders expressed in common strengths of value and a desire to impact on learners' in positive ways. This is revealed in the data that emerged from the individual interviews of Joe (teacher Leader Two) and Grace (teacher leader five). For example Joe claims that "teachers are leaders who must act professionally and they are expected to set an exemplary behaviour at all times because it's someone you want to be like" (Joe, I.I, p.9). Further to this Grace envisions a professional teacher as: "someone that is in the forefront, you cannot say one thing and do another,….. you lead by example" (Grace, I.I p.9). I am led to believe that these statements suggest that teachers can either have a positive or negative impact on learners by the way they carry themselves. This is in line with what Barth (2001) suggests that all teachers can lead and he also suggests that if schools are going to be places where children learn and accept joint responsibility for the outcomes of the schools, then all teachers must lead for the good of the children. He further advocates that all teachers must have a shared sense of purpose. When the people within the school "work together with a shared vision, the school develops strength, focus and purpose in drawing on the unique contributions of each individual in the team" (Davidoff and Lazarus, 1997, p. 69). This view is reiterated by Hargreaves and Fullan in the following statement: "people learn from each other, share ideas and develop expertise together" (Hargreaves and Fullan, 1992, p. 9). My findings demonstrated that the teachers at the school displayed a sense of purpose to be good classroom managers and administrators as well as excellent assessors of the subject material. For example, Ram explained : "I was chosen to be on the Maths and Science board of educators at a District level"
(Ram, I.I. p.4).

The data revealed that by Ram being selected by the Department of Education (DOE) to represent educators in the field of Maths and Science, we can conclude that the school had some very competent teachers demonstrating teacher leadership, as understood in this study. It is clear that these teacher leaders were being acknowledged and their strengths and expertise were being productively utilized to develop other educators beyond their school. It is apparent that the four zones of Grants zones and roles model of teacher leadership (Appendix 5) was emergent at this school. This was discussed in some detail in *Chapter Four.*

The data further revealed that Anne led in – service education and workshops and assisted educators across the schools in the community and provided curriculum development knowledge to them. (Anne, I.I. p.5). It must be noted that a thread of collegiality and collaboration revealed itself amongst the teacher leaders in this study. There was a sharing of knowledge and expertise with each other during staff development programmes as well, as indicated at some length in *Chapter Four*.

5.2.2. **NOT ONLY COMPETENCE BUT ALSO ACADEMIC QUALIFICATIONS.**

There is a dire need for educators to have academic qualifications coupled with personal skills and knowledge (Department of Education, 2006). Following the democratic elections of 1994 when the South African Government created a new and unified education system it was realized then that many teachers were unqualified or under - qualified to teach in this profession. The Department of Education (DOE) has since tried to remedy the situation by co – coordinating and facilitating in – service training (INSET) for such educators. One of the principles of the Ministerial Committee on Teacher Education (MCTE) is that "teachers are the key agents in the quality of the education system and that they should be treated and conceptualized as members of a profession as opposed to service workers" (Department of Education, 2005, p.3). One of the major themes that have emerged from the data of this study is the necessity of teachers to

acquire and develop skills, knowledge as well as academic qualifications that will render them academically competent to teach in this profession of teaching. It was revealed from the data that skills and knowledge acquisition, including attainment of a recognized educational academic qualification was a necessary requirement in terms of professionalism. A response from teacher leader three (Ram) for example suggests this in the individual interview where he states that "you have to be knowledgeable regarding academic and curriculum matters and you must have the necessary skills and competencies considering that we have learners from diverse backgrounds in our classrooms" (Ram, I. I, p.9).

 I now move on to discuss ethical practice which was one of the themes that emerged from the data in this study.

5.2.3. THE MORAL AND BEHAVIOURAL ASPECT OF PROFESSIONALS

I believe that ethical practice has an equal amount of significance in the professional structure of teaching. A view supported by Hoyle (1981) who argues that each profession should develop guidelines for moral behaviour and ethical practice. It was noted that the teachers in the case study school respected each others views and ideas. The teachers saw the importance of collegiality, respect and working together as a team. As teacher leader four (Mary) commented: "There is no single person that makes up the team, we all try to work together for the benefit of the school" (Mary, F.G.I. p.10). The five teacher leaders in this study worked tirelessly to empower the new teachers. They engendered trust and capitalized on the diverse talents of the new teachers. This type of behaviour is exemplified by the expectations of an educator as stipulated in the document of the South African Council for Educators (SACE) which reads: "An educator is expected to behave in a way that enhances the dignity and status of the teaching profession; keeps abreast of educational trends and developments; promotes the ongoing development of teaching as a profession and accepts that he or she has a professional obligation towards the education

and induction of all those entering the profession" (The South African Council for Educators, SACE).

The data also reveals an element of sharing and caring through dispersed distributed leadership in practice. It was noted that all five teacher leaders took on self – initiated and emergent teacher leadership roles that aligned them with Gunter's characterization of dispersed distributed leadership, which "is more autonomous, bottom up and emergent. This type of leadership acknowledges skills and expertise of others in an organization" (2005, p. 54). As already mentioned the five teacher leaders worked tirelessly to empower new teachers and capitalized on their diverse talents. This is congruent with what Astin and Astin argue for that "Collaboration empowers each individual, engenders trust and capitalizes on the diverse talents of the group members" (2000, p. 11). I contend that the data revealed that teacher leadership roles were performed with "free will", not enforced upon anyone and from my observations these roles were executed with passion and enthusiasm. For example, data from individual interview schedules such as; Anne's leadership role as the religious youth leader in the school and Mary's role as cluster coordinator are examples which bear testimony to the teamwork and collegiality mentioned earlier. The above discussion concludes the summary of the findings.

5.3 RECOMMENDATIONS FOR THE DEVELOPMENT OF TEACHER LEADERS AS PROFESSIONALS AT SCHOOLS.

In this section, I make a few recommendations based on the findings of my study to promote the development of teacher leaders as professionals at schools. The study showed that collaboration, collegiality and willingness to participate were crucial to the development of teachers as leaders and professionals. It is therefore a recommendation of this study that the School Management Team (SMT) deliberately create opportunities for post level one teachers to work together in both formal and informal settings towards common goals. Collaboration and teamwork should not be seen "as something done or given by the SMT, but rather as a form of collective leadership where all people in the

school can act as leaders at one time or another" (Grant, 2006, p. 529). This recommendation builds on what is stipulated in the SACE document namely that teachers have a professional obligation towards working together as a team for the education and induction of all those entering into the profession.

In addition to collaboration and trust, expertise in subject matter enhanced leadership of teachers and made it visible at schools. Four of the five teacher leaders referred to in the study (except teacher leader five, Grace, the unqualified Isizulu teacher) were quite knowledgeable in their subjects, which stood them in good stead to be appointed subject heads and which allowed them to play an active role in leadership roles outside the school. There is evidence from the data which suggests this deep knowledge in curriculum matter, for example, Anne (the Foundation Phase HOD) and teacher leader one describes her role as cluster coordinator for the Foundation Phase. Since this school contains highly skilled and competent teachers, as such, I recommend that the school leaders and managers need to provide adequate opportunities for further development of their teachers. It is the responsibility of the SMT to organize mentoring programmes and to provide external support in the form of sending teachers to workshops and professional development clinics especially subject and curriculum content as this is the focus of the recommendation. Additionally, support and guidance from district level, that is the Department of Education, teacher unions and school leaders is critical in developing teacher leaders as professionals.

It is widely reported that one of the major factors that hinders the development of teacher leaders as professionals at school is limited time. The study highlighted that time to lead did matter and it is, I believe the responsibility of the SMT to find innovative and strategic ways of making this time available to teachers. This could be in the form of rearranging the school timetable to free up teachers willing to take on leadership roles beyond the classroom and getting the assistance of volunteers to assist in relief classes so that teachers can attend professional development clinics and workshops. However, I also recommend that professional development should be site – based, as far as possible, in order to overcome the constraints of time.

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In the next part of my discussion I reflect on the case study methodology I employed and the limitations of my study.

5.3.1. REFLECTIONS ON THE RESEARCH

Since my research study was designed to explore how teacher leaders understood the term professionalism and what factors promoted or hindered the development of leaders as professionals within the leadership roles that teachers engaged in at a particular school context, I believe that case study methodology was the most appropriate research method to employ because teacher leadership is an organizational phenomenon and largely influenced by its context (Smylie, 1995). In deciding on the data sources, I had to consider the approach that would best fit the research questions and the research instruments that would allow me to gather the information that I needed. As such the case study approach allowed me the opportunity to be situated at the school over a prolonged period to observe the five teacher leaders in action and examine the context of the school in promoting or hindering their development as professional leaders.

Since case study research warrants observing a phenomenon in a real life context (Cohen et al, 2007), I was able to be present in the research context to capture the lived experiences of my five teacher leader participants. I believe that, although a novice researcher, I used the multi – method approach to capture a rich description of the phenomena under study. This multi – method approach included focus group and semi – structured individual interviews, observation and a survey questionnaire. I needed this approach so as to allow for triangulation and crystallization of data. According to Neuman (2000) divergent results from multiple methods can lead to an enriched explanation of the problem. Moreover, "triangulation is critical in facilitating interpretive validity" (Terre Blanche, 2004). To concur with this view, McMillan and Schumacher (2001) argue that triangulation is necessary for establishing data trustworthiness. In other words, there was "fitness for purpose" (Cohen et al, 2007) which increased the validity and trustworthiness of my study.

5.4. RECOMMENDATIONS FOR FURTHER RESEARCH

The transformation of schools into learning organizations (Senge, 1990) requires all principals and teachers in schools to have a change in mindset on traditional leadership practices. Teachers are widely considered to be the most valuable resource within a school and they must be nurtured, as Sarason (1971, pp.166 – 67) observes: "if teaching becomes neither terribly interesting or empowering to many teachers, can one expect them to make learning organizations interesting to students where all are in the line to benefit from their abilities as teachers" (cited in Fullan, 1992, p.131).

In addition, at an individual level, professional development can only happen with personal commitment. Whatever support and resource systems and structures may be put in place, unless the individual possesses some level of commitment to professional development and has a sense of professional identity with it, strong professional development is likely to occur. Although the impact of authoritarian principals may be a negative one on the lives of teachers willing to engage in leadership roles and hence the development of teacher leaders as professionals, ultimately these two concepts depend on the level of commitment displayed by individual teachers. Therefore, I recommend that an area for further research would be to examine the roles that principals play in developing teachers as professional leaders.

5.5 CONCLUSION

It seems that teachers take on leadership roles because they want to expand their influence and they want to promote their professional growth. I believe that although an individual teacher's belief systems, skills and dedication affect his or her ability to lead, the context of the school is still central to their success. This confirms the view of

Katzenmeyer and Moller (2001) that the success of teacher leadership and professional development is largely dependant on the context in which it takes place.

Research literature on teacher leadership has suggested that teacher leadership revitalizes the teaching profession and offers a new professionalism based on mutual trust, empowerment and support (Harris and Muijs, 2003). It follows then that if schools are to become effective learning organizations, then leadership should not be the sole enterprise of the principal but should rather be vested in a community of leaders (Barth, 1988). Finally, this study has argued that new avenues must be pursued to further develop teacher leaders as professionals.

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Appendices

INSTRUCTIONS FOR QUESTIONNAIRE

❖ Use a black or blue ink pen. Please do not use pencil.

❖ In the interest of confidentiality, you are not required to supply your name on the questionnaire.

❖ Please respond to each of the following items by placing a cross, which reflects your opinion and experiences on the role of teacher leadership and professionalism in your school.

❖ Thank you for taking the time to assist in this research project.

APPENDIX TWO
OBSERVATION SCHEDULE

<u>Purpose and Focus of the Observation:</u>

We wish to learn more about teacher leadership and its link to professionalism and unionisation as it is experienced in our schools by recording our observations in the template provided and by reflecting how this phenomenon is " … socially constructed in terms of power , communication lines , discourse and language" (Nieuvenhuis, 2007, p. 84).

<u>Guiding questions:</u>

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

Subsidiary Questions:

1. How is professionalism understood by teachers and how does this professionalism contribute to transforming schools into socially just spaces of teaching and learning?

2. Do teachers readily embrace their change agent role and what incentives are used in schools to encourage teachers to operate as leaders and professionals?

3. How do teacher unions enhance or inhibit the development of teacher leadership and professionalism in schools?

<u>Situations to be observed during the 8 week observation cycle:</u>

1. staff briefing every two weeks (4 briefing observations in the 8 week cycle)

2. A trans- sect (walk around the school)

3. 1 staff meeting (minimum)

4. 1 staff development session

5. Grade/phase/learning area/subject meeting (minimum of 2)

Key focus points to bear in mind during observation process:

1. We are aiming to see if teachers are engaged in any forms of teacher leadership either formally and informally. Grant's (2008) teacher leadership model (Appendix Five) will be used to assist in this regard.

2. We wish to observe how teachers carry themselves as professionals in their interactions with their colleagues (levels of collegiality amongst post level one teachers and in relation to SMT members). Criteria, developed from the SACE policy and code of ethics documents, will be developed to assist in this observation process.

3. We wish to observe how teachers conduct themselves in relation to their learners.

4. Is the teacher's leadership derived from the formal position they hold or from other factors (such as age, experience, expertise, skills. etc.)?

5. Is the leadership of teachers in the school contributing to a socially just environment (are they fair, inclusive, empowering and transformative)?

6. Are teacher leaders taking up their agency role? (willingness to innovate and change)

7. Observe the teacher's role as union members.

8. Observe how union membership and influence impacts on teachers and their leadership in the school. Can teachers engage in dialogue about union matters and actively apply this to their ability to lead? How does this engagement impact on the school?

APPENDIX THREE

INDIVIDUAL INTERVIEW SCHEDULE

1. Do you thing teaching is a profession? Explain.

2. Why did you choose teaching as a career?

3. Do you consider yourself a teacher leader? Why do you hold this view? Please talk about some of the leadership opportunities you have had/have not had. [follow] Were these leadership roles self-initiated or SMT initiated?

4. What is your personal view on teachers being offered incentives (financial or other) to enact leadership in schools? [follow up] Advantages/disadvantages?

5. How does your union help you to develop professionally?

6. Are there situations where you experience a clash between your professional and your union identities? Talk a little about this. How do you balance the possible tensions that may arise?

7. How can you use your power as a professional to transform your school into a socially just space for teaching and learning?

APPENDIX FOUR
FOCUS GROUP INTERVIEW SCHEDULE

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

Appendix Five:

Zones and Roles Model of Teacher Leadership

(Grant, 2008)

TEACHER LEADERSHIP

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

Appendix Six

UNIVERSITY OF
KWAZULU-NATAL

26 November 2010

Dr. C (Callie) Grant (24502)
School of Education and Development

Dear Dr. Grant

PROTOCOL REFERENCE NUMBER: HSS/1356/010
PROJECT TITLE: Leaders as professionals: what does this mean for teachers?

EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Dr. I Muzvidziwa
cc. Neil Avery
cc. Pete Jugmohan
cc. Mr. N Memela
cc. B. Ed Honours and Masters Students
cc. Management and Policy (ELMP) Students

Appendix Seven

Private Bag X01
Scottsville
3209

The Principal
…………………………………..
………………………………….
………………………………….

Dear ………………………….

I am currently a Master of Education student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a group research project which aims to explore teachers' perceptions of professionalism and also to investigate the leadership roles that teachers are engaging in as well as the factors that promote and hinder the development of these teacher leaders as professionals in schools. Teacher leadership is an emerging field of research in South Africa and I believe that teacher leadership has a powerful role to play in transforming the teaching and learning in our South African schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into teacher leadership as it relates to issues of professionalism in your school, and work particularly with five teacher leaders who are willing to work closely with me to extend the boundaries of our knowledge on this concept.

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

My supervisor is Dr Callie Grantwho can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development) or on my cell, 0844003347.

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

Yours sincerely

Sylvia Govender

APPENDIX Eight

UNIVERSITY OF KWAZULU-NATAL

Faculty of Education

University of KwaZulu-Natal
Private Bag X01
Scottsville
3209

The Educator

Dear …………………………….

I am currently a Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a group research project which aims to explore teachers' perceptions of professionalism in schools. Teacher leadership is an emerging field of research in South Africa and I believe that teacher leadership has a powerful role to play in transforming the teaching and learning in our South African schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into teacher leadership as it relates to issues of professionalism in your school, and work particularly with five teacher leaders who are willing to work closely with me to extend the boundaries of our knowledge on this concept.

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My supervisor is Dr Callie Grant who can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development) or on my cell, 0844003347. Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

Sylvia Govender

…………………..DETACH AND RETURN…………….
<u>Declaration</u>

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

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

Signature of participant   Date

 ………………………………………………….
………………..

APPENDIX Nine

Faculty of Education

University of KwaZulu-Natal
Private Bag X01
Scottsville
3209

Letter of Invitation

Dear ………………………….

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

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

1. How is professionalism understood by teachers?

2. What are the factors that promote or hinder the development of teacher leaders as professionals?

I am seeking five teachers from your school who:

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

- Are interested in developing teacher leadership opportunities in schools.

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

My supervisor Dr Callie Grant can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development) or on my cell, 0844003347. Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

Sylvia Govender

Appendix Ten

TEACHER QUESTIONNAIRE Please place a CROSS(X) in the appropriate box for each of the items below.	

A: Biographical Information

1. Gender:

Male		Female	

2. Race:

African		Coloured		Indian		White	

3. Age:

Below 20		21-30		31-40		41-50		51 +	

4. Your formal qualification:

M3 and below		M3-M4		M5 and above	

5. Nature of employment:

Permanent		Temporary		SGB	

6. Years of teaching experience:

0-5 years		6-10 years		11-15 years		16 years +	

7. Member of a union:

Yes		No	

8. If yes, which union do you belong to:

SADTU		NAPTOSA		NATU		SAOU	

B | **School Information:**

9	Learner enrolment:									
	1-299		300-599		600+					

1 0	School type:									
	Primary		Secondary		Combined					

1 1	Funding status:									
	Section 20		Section 21		Private					

1 2	Annual School Fees:									
	R0		R1-R499		R500-R999		R1000-R1499		R1500+	

1 3	Number of teachers, including management, in your school:									
	1-9		10-19		20-29		30-39		40+	

C	**Teacher Leadership and Professionalism Survey** Instructions: Place a CROSS (X) in the column that most closely describes your opinion on the role of leadership in your school. **Scale: 4=strongly agree, 3=agree, 2=disagree, 1=strongly disagree**				
	I believe:	4	3	2	1
1 4	That teaching is a profession.				
1 5	All teachers should take on a leadership role in their school.				
1 6	All teachers should be able to bring about change.				
1 7	My school promotes discussions on HIV and AIDS.				
1 8	That teachers are professional if they work well with others (collegial).				
1	That teachers are professional if they are punctual.				

9					
20	That teachers are professional if they promote the image of the profession.				
21	The majority of teachers in my school take up leadership roles.				
22	That only people in formal positions of authority should lead.				
23	That teachers are professional if they are loyal to their school.				
24	That teachers are professional if they respect the dignity and beliefs of learners.				
26	That unions develop teachers professionally.				
27	That teachers are professional if they refrain from any form of improper contact with learners.				
28	That teachers are professional if they refrain from undermining the status and authority of their colleagues.				
29	The majority of teachers in my school are part of the important decision-making processes.				
30	Teachers are encouraged to take initiative in my school.				
31	That teachers are professional if they respect the choices of their colleagues.				
32	That teachers are professional if they promote the ongoing development of the teaching profession.				
33	That unions develop leadership in teachers.				
34	My school has a professional ethos.				
35	That teachers are professional if they refrain from discussing confidential matters with unauthorized persons.				
36	That teachers are professional if they promote gender equality and recognize the opposite gender as equal.				
37	My union's influence clashes with my professional values.				
38	That teachers are professional if they have a manner that is respectful to the values, customs and norms of the community.				
39	That teachers are professional if they use appropriate language and behaviour in their interaction with colleagues.				
4	That men are better able to lead than women.				
41	Teachers should be supported when taking on leadership roles.				
2	That teachers who lead should be remunerated (paid).				

| 4 3 | That teachers should receive non-financial recognition for leadership. | | | | |

D :	Open-ended questions: Please write a response to the questions in the space provided below
4 4	To lead our school better, we need to:

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4 5	Any comments:

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Appendix Eleven

OBSERVATION SCHEDULE				
Date and Time	Situation	Participants	Action Observed	Reflections