'CLIMBING THE LADDER': LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN SELF-GOVERNED SCHOOLS IN SOUTH AFRICA

By

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SUPERVISOR'S STATEMENT

This dissertation is submitted with/without my approval.

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Date

DECLARATION

I, Robert Charles Webber, declare that:

i.   The research reported in this dissertation, except where otherwise indicated, is my original work.

ii.   This dissertation has not been submitted for any degree or examination at any other university.

iii.   This dissertation does not contain other person's data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.

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Signed:

Robert Charles Webber

DEDICATION

This dissertation is dedicated to my wife, Michelle, and our children, Lilly-Mae and Charlotte.

All I do is ultimately for you.

ACKNOWLEDGEMENTS

It is important to thank people along a journey for their guidance and assistance, because sometimes the destination is a long way from where you started, and you forget the important people who got you there!

- To my wife, Michelle. Thank you for taking the brunt of the home-life chaos during the time of my studying. Thank you for being an amazing mom to our children, and giving me your full support and motivation through this process

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ABSTRACT

Leadership in schools is seen as invaluable, and the competence of leadership is said to have a direct correlation to a school's success. This study serves to understand what self-governed fee-paying schools do to preserve and create leadership pathways that ensure constant and effective leadership within their schools in South Africa. The term 'climbing the ladder' in the title refers to post-level 1 teachers, who through deliberate leadership development in schools have become the top candidates to rise in the formal management ranks within their schools, and so it is a key phrase in this study.

This study is located within the interpretivist paradigm, with a qualitative methodology to aid the outcomes of gaining in-depth knowledge of the creation of succession pathways within self-governed schools. This study utilised a multiple case study, or a collective case design, using middle managers and principals at schools as participants. The sampling and data generation included two self-governed secondary schools located in the urban area of Durban, within the Umlazi district of KwaZulu-Natal, South Africa. Purposeful sampling, convenience sampling, and concept case sampling were used to ensure prime participants were utilised (the principals of both schools) who, through the reputational case scenario, nominated additional participants in the middle management ranks through snowball sampling.

The data collected for this study were generated in the field, in the natural setting of the participants, by the researcher. Data were generated through semi-structured interviews using an interview schedule of pre-determined questions. The analysis of data employed a thematic analysis of the data done inductively. The data between the transcripts were then compared using a constant comparison method to develop analytical categories.

The findings revealed that schools create good leaders who enter an internal succession plan. This is created by the school through leadership development; succession planning; identification of future leaders; empowerment through additional tasks; the characteristics of a leader; having a 'ladder' culture, and because of the characteristics of self-governed schools in South Africa.

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LIST OF ABBREVIATIONS

DoE   South African Department of Education

SGB   School Governing Body

SASA   South African Schools Act (84) of 1996

ACE   Advanced Certificate in Education and School Leadership

HRM   Human Resource Management Circular.

CHAPTER ONE: INTRODUCING THE STUDY

1.1 INTRODUCTION

This study examines what the selected self-governed schools in South Africa do to preserve and create leadership pathways that ensure constant and effective leadership within their schools. While there is literature on various factors pertaining to leadership development and succession, there is little literature available on how leadership development and succession pathways are created and maintained in self-governed schools in South Africa. Thus, this study has researched what these schools do, and what systems they have in place to ensure that they have an abundance of competent leaders available to them to fill important positions when required.

The promotion of teachers by a school aids aspiring leaders wanting to climb the ladder, as the title of this study indicates. This term refers to post level 1 teachers, who through deliberate leadership development in a school, become the top candidates to rise in the formal management ranks within their, or another, school. The term climbing the ladder is thus used as a catch-phrase in this study. It implies that schools have a succession plan in place to ensure effective leadership within their context and that the schools look to develop and create their own management staff, 'in-house', as a post level 1 teacher have the opportunity to climb the post level ranks.

This introduces a personal reason for this study. As the researcher, I have seen this process in action and, thus, have been interested in how and why the process occurs. The need for succession plans in schools to enable the climbing of the ladder and the lack of literature found on this topic, is addressed by Fink and Brayman (2006, p. 65), who showed that "leadership succession plans connect the identification, recruitment, preparation, placement, induction, and ongoing in-service education of leaders. Yet the educational literature provides little comprehensive guidance concerning successful leadership succession".

This chapter details the research topic and important aspects concerning the study. These factors include effective leadership and management development in self-governed schools and the succession pathways created by these schools internally.

In South Africa, a self-governed school is referred to as a Section 21 school, which allows an amount of autonomy from the state to can make certain decisions on its

own, in accordance with the South African Schools (SASA) Act (84) of 1996. The available international literature found addresses the leadership and management competencies in both school fee-paying self-governed schools (Section 21 schools in South Africa) and non-school fee-paying state-run schools (Section 20 schools in South Africa). School fee-paying self-governed schools are defined as Section 21 schools in the SASA (84) of 1996. This act provides these schools with self-governance through an internally elected school governing body (SGB), and the ability to charge school fees to aid the functioning of the school.

The literature states that Section 21 schools are considered to offer better education, receive better results, and have better management and leadership systems than many Section 20 schools that are fully state reliant on funding (Grant, 2006; Lombard, 2007). Section 21 self-governed schools are also seen to perform better than solely state-funded schools, internationally (Grant, 2006; Jansen & Taylor, 2003; Lombard, 2007; Maringe et al., 2015; Mestry, 2013; Mestry, 2014). Self-governance is named as a vital factor in the running of these schools, as well as a reason for higher efficiency and better leadership. These self-governed schools need to be run as a business and thus add value for money to their customers. This implies that the schools, therefore, need to get as much out of their employees as possible, and thus developing their leadership skills aids the running of the institution.

Section 21 self-governed schools were chosen for their suitability for the research phenomenon because of how they generally manage to create succession pathways for middle-managers through leadership development. This is because of the need for the continual effective leadership that is required to run a school effectively and survive. This point is reiterated in literature when said that section 21 schools have better management and leadership systems overall than section 20 schools (Grant, 2006; Lombard, 2007).

Bayat et al. (2014) and Mestry (2014) reiterated that variations in different school management abilities influence the level of success of schools whether they are Section 20 or Section 21 schools. An important factor concerning self-governed schools and fully state-funded schools is that in South Africa, not all Section 20 schools are inferior or have poor leadership compared to Section 21 self-governed schools. Some schools continue to perform well annually despite many obstacles (Mestry, 2014; Naicker et al., 2013).

What is relevant, is that schools (Section 21 or Section 20) with superior leadership and management are more successful (Bayat et al., 2014). The literature on leadership development in South African state-run, Section 20 schools, and in this study, school fee-paying self-governing Section 21 schools in a South African context, is not well documented. For the purpose of this study set in a South African context, the term self-governed will be used over Section 21 or fee-paying schools, as they are synonymous.

Climbing the ladder in the title relates to leadership development and leadership succession. The study aimed to identify what, how and why self-governed schools tend to be found to develop leadership within their ranks and create succession pathways. The phrase climbing the ladder will be used to refer to how teachers move up the management ranks because of their individual leadership, and to the ways created by the schools to develop these teachers internally.

Effective leadership is vital in the success of any school, in South Africa and internationally, and poor leadership has been named in various texts as a major cause of the breakdown of schools and the poor education system in South Africa (Badat & Sayed, 2014; Lam et al., 2011; Motala et al., 2015). Hargreaves et al. (2003, p.2) stated that "One of the most significant influences on school improvement is the quality of school leadership … Leadership is, in many ways, our first and last hope for successful school change". This problem is further explored in this chapter, providing the rationale for the study.

This study has intended that the research findings may encourage schools in South Africa to incorporate leadership development into their culture of the school, and thus germinate leaders who will strengthen underperforming schools. The chapter identifies the objectives and research questions being asked in the study; these focus on what most self-governed schools tend to do to create more opportunities for staff to better their leadership, and why this is done. Towards the end of the chapter, the key terms are defined and outlined that are important to the study and delimitations and limitations that are foreseen.

The end of this chapter outlines the entire study and what will follow in each of the chapters in the research.

1.2 BACKGROUND TO THE STUDY

The negative impact of a lack of effective leadership and the positive impact of effective leadership on a school's performance has been documented in various studies (Bush, 2007; Bush, 2008; Leithwood & Hallinger, 2012; Lombard, 2007; Mampane, 2015; Maringe et al., 2015; Matseke, 1998; Mestry & Singh, 2007; Naicker et al., 2013).

This study will research what, how, and why certain schools ensure constant leadership. The need to ensure that effective leadership is available in our schools is because the South African education system is in a crisis and performing poorly, thus having a major effect on the calibre of youth it produces (Lam et al., 2011; Spaull, 2013).

The National Senior Certificate pass requirements are sub-standard when compared internationally, and even though the pass rate has been seen to increase over the years, this is not seen by many as a positive reflection of the actual education system (Badat, 2010; Lam et al., 2011; Spaull, 2013). The poor performance of the South African education system is directly related to the lack of leadership in South African schools in general. Government studies relating to school leadership and governance have concluded that senior management leadership teams within certain schools are unable to perform the duties required of them (Lam et al., 2011), and that contributes to the poor performance in schools.

The quality of leadership has a direct result on schools' performance. It is vital to ensure that quality leadership is available to schools to ensure competence in the effective running of the schools. In addition to ensuring quality leadership for the effective functioning of a school, there is a need for a succession plan and competent leadership within a school to ensure its sustainability through changes in many management structures. That can be done through leadership development that creates succession pathways.

The notion that a school can be run by the principal alone has changed (Ali & Yangaiya, 2015; Barr & Dreeben, 2012; Bush et al., 2011; Bush & Middlewood, 2013; Grobler et al., 2012; South African Schools Act (84) of 1996; Spillane, 2012). Rather, the running and success of the school should be a collaboration between all staff, and power is distributed away from the principal alone. Thus, the level of leadership

capabilities and capacity needs to be increased in all teachers to aid the principal in the running of the school, through shared responsibility and collaboration, in order to improve the school's performance.

Spillane (2012) stated that school leadership is often seen as the sole responsibility of the principal, even though empirical evidence points to a more collaborative type of leadership. This reiterates the need for the development of leadership, as it is vital to ensure that quality leadership and management are available to a school.

Climbing the ladder in the title relates to both leadership development and leadership succession, and the important relationship between the two (Rhodes & Brundrett, 2005). As the study aimed to identify what, how and why self-governed schools develop competent leadership within their ranks and create succession pathways, so the phrase climbing the ladder will be used to refer to two processes: Teachers moving up the management ranks because of their individual leadership, and schools creating ways to develop these teachers internally. This forms the basis of this study into why self-governed schools create succession pathways for teachers to be able to move up in formal management positions, or climb the ladder, as the catch-phrase used in this study.

Other terms used for climbing the ladder are leadership pipelines (Groves, 2007; Myuang et al., 2011), stepping stones (Macpherson, 2014), sponsored mobility by Myuang et al., (2011), tapping, also known as contest mobility (Myuang et al., 2011), and growing one's own leaders (Rhodes & Brundrett, 2005). All these terms refer to the leadership succession and imply the development of teachers within a school to be able to move up the management levels of that school.

The literature on the leadership development of teachers looking to climb the ladder in the schooling environment identifies some key points that are important to the background of this study. These key points include succession planning, leadership and professional development, leadership capacity, school culture, and individual drive and characteristics. These will be discussed briefly as the background to the current literature.

For a school to develop teachers into leaders who are worthy of management positions, it is vital that professional and leadership development takes place. This in turn increases the leadership capacity available to the school to better itself. Rivas and

Jones (2015, p. 2) concurred that the "key to success in any organisation is having a leadership training program that provides a conduit into a promotion or administrative position … leadership training programs identify and recognise talented employees before the competition can lure them away".

To increase leadership capacity, the principal and current leaders must surround themselves with potential future leaders. This way, potential leaders will learn from each other, strengthen each other, and allow the leader with the most potential to be identified. Taylor et al. (2011a) stated that it is imperative that in any organisation, leadership must be developed in all staff, and not be exclusive to an elite few, as it needs to aid all staff for future administrative roles.

It is important to clarify the difference between teacher leadership, in the sense of empowering all teachers in a school to better their leadership for the good of the school, and the teaching and learning process. Starkey et al. (2009) explained the point pertinent for the study that developing teachers' leadership leads to outcomes that better the educational process, but they will also gain experience in what their individual aspirations are and thus increase their leadership capacity. This would also allow the principal to see which of the teachers are suitable for school management and leadership roles.

The development of leaders within a school has to be a process that is constant and known by all. Leadership development is not viable if done only when it is seen to be needed. This means that the development of leadership in teachers of a school, and the nurturing of future leaders by the school, have to be embedded in the culture of the school. Fink and Brayman (2006) reiterated that educational leadership as a collective phenomenon is a culture in itself. Margolin (2013, p. 77) agreed that it is vital to "establish a culture in educational institutions where leaders are nurtured and develop".

Turan and Bektas (2013) maintained that an important and affirmative relationship exists between teacher leadership development and the culture of the school. The culture of the school can be used to guide and inspire teachers in their individual development as leaders. The culture of the school creates a particular identity of the school. This identity of the school is related to the effective, or non-effective leadership of the school. Thus, a positive culture and identity of a school are transmitted onto

teachers who are willing and able to become future leaders. Whereas, if the leadership is negative, little is passed onto the staff, and future leaders are not developed. This is done through the role of the principal, who is ultimately responsible for building a positive culture, and of the management team in celebrating successes.

School culture and leadership are directly correlated together (Turan & Bektas, 2013). This correlation is relevant to this study as self-governed schools are seen to have a positive continual culture of leadership that leads to the effective running of the school. Likewise, a poor culture of leadership would negatively affect the functionality of a school.

Succession planning is a reason why these schools place so much emphasis on leadership development, as there is a need for sustainable leadership within their school and it is part of the school culture. Such schools may seem to be elitist and may want leaders from within their particular school to rise and become a new leader to replace a previous one (Rivas & Jones, 2015).

Leadership and management succession in South African schools is not well documented in literature, even though it is potentially vital to the workings of a school to ensure continuity and for school improvement (Fink & Brayman, 2006; Rhodes & Brundrett, 2005). Rhodes and Brundrett (2005, p. 15) expounded that leadership succession is "a complex area involving appointment to senior leadership positions, including deputy headship and headship and also appointment to middle leadership positions such as coordinators and heads of department".

Succession planning has many benefits in that, through the process, the school develops individuals with positive leadership capabilities. This is beneficial to aid the sustainability of the school; ensure the success of the school; education as a whole; identify and recognise good employees; and increase the school capacity to attract and keep good teachers (Rivas & Jones, 2015).

Certain defined preparation and succession strategies are said to be vital to a succession plan by creating a sustainable leadership capability within the school through the continual nurturing of leadership (Macpherson, 2014).

An important, yet simple factor is that for teachers to climb the ladder there has to be an element of individual want and desire to do so. For some people, the idea to succeed and better themselves with regards to their career is an important part of their

work, and often, if no positions or promise of promotion are available, then this may lead to these employees leaving in pursuit of fulfilling their ambitions. A teacher's personal drive to succeed is important in the identification and success of climbing the ladder. Rivas and Jones (2015, p. 3) added that "education leaders want to accomplish goals that matter, inspire others to join them in working toward those goals and leave a lasting legacy".

Taylor et al. (2011b, p. 85) stated that the "extent to which teaching careers offer continued advancement as well as opportunities to contribute to the quality of education is important for the recruitment and retention of highly qualified and motivated professionals".

It is noted that often teachers wishing to climb the ladder in the management ranks do not understand, or have not had it explained to them, the succession process of the school, and so even if they have the drive and characteristics to move up the ranks, they lack the confidence in their ability to do so (Rhodes & Brundrett, 2005).

1.3 STATEMENT OF THE PROBLEM

The lack of effective leadership within South African schools is seen to negatively affect the education system, and it is the problem that motivated this study. Poor leadership is a major cause of breakdown within schools and the poor education system in South Africa (Badat & Sayed, 2014; Lam et al., 2011; Motala et al., 2015). Some schools, however, are running effectively owing to the abundance of leadership available to them within their schools, through their teachers (Naicker et al., 2013). Leaders are trained and developed within those schools, which benefits the specific school at that time.

The problem statement of this research considers how self-governed schools tend to ensure the continual availability of effective leadership. There is a paucity in current literature about how some schools continually have higher quality leadership that leads to a positive performance more than others. Superior leadership may be a reason why self-governed schools tend to perform better than other schools, but very little literature directly points to how this leadership is created and maintained. This lack of literature on why self-governed schools tend to have continual superior leaderships motivated the study.

1.4 CRITICAL RESEARCH QUESTIONS

The key research question in this study is, 'How do school self-governed schools in South Africa create opportunities for the development of leadership in teachers?' From this question, two critical sub-questions arise:

The first sub-question is:

What do self-governed schools do to create good leaders?

The second sub-question is:

How do self-governed schools create this opportunity for teachers to become better leaders?

1.5 OBJECTIVES OF THE STUDY

The main objectives of this study can be summarised and aligned with the questions of the study as follows:

1.5.1 To investigate what the schools under study are doing that creates opportunities for the leadership growth of all teachers.
1.5.2 To find out how these schools create these opportunities.
1.5.3 To find out if, and why, these schools have good leaders in different facets of the school, and if these leaders have been developed in the particular school, and by the particular school.
1.5.4 To find out if the opportunities for leadership that the schools have created have led to teachers climbing the ladder and becoming part of the leadership team at that school or another.

1.6 RATIONALE FOR THE STUDY

This study is a response to the need to understand how self-governed schools create and develop leadership within their schools that tends to lead to better governance and succession.

School for many people was the best days of their lives. From a personal point of view, I thoroughly enjoyed my time at school, and, in particular, at high school. Many of the reasons why I became a teacher myself are due to my experiences at school. As I

have reflected on this time at school as a learner, I have realised the amount of work undertaken by the teachers that I had as a school pupil and the calibre of my teachers. My teachers were all role models with excellent skills that benefited the school and its pupils. I have since strived to do the same as a teacher.

In my current experiences, I have realised that the level of leadership of a teacher is vital. Leadership is not a notion that only formal management can practise; all teachers who are developed to have strong leadership qualities enhance the schooling environment. Those nostalgic memories inspired the idea and motivation for this study.

Currently, self-governed schools are excelling in many spheres of the schooling environment, and are seen as the better option than Section 20 schools, or non-fee-paying schools, in South Africa (Lombard, 2007; Mestry, 2013). The reasons for that include the availability of resources, better results and financial benefits, and the superior leadership within these self-governed schools (Badat & Sayed, 2014; Grant, 2006; Lombard, 2007; Mestry, 2013; Naicker et al., 2013).

Many of those schools are also over 100 years old and have managed to maintain this high quality of leadership and level of achievement. Examining how that has been achieved has been the motivation for this study. This study analyses how two self-governed schools have developed leadership within the school and how they have created opportunities for teachers to better their leadership and thus climb the management and post level ladder in the education system of South Africa. The outcomes of the research have been to clarify what these schools are doing to develop leadership in their teachers who want to climb the ladder of the educational management ranks in schools and how and why these schools do this.

The rationale and motivation for this study are not to research what is wrong in the Section 20 non-fee-paying schools, but rather what is positive in the Section 21 schools, which are self-governed, with regards to good leadership.

It is important to note that this study does not imply that all Section 20 schools are inferior and dysfunctional, as compared to Section 21 schools. The reason for using two Section 21 schools for the research was that literature reports the perception that, in general, Section 21 schools may perform better due to having better leadership available to them (Grant, 2006; Lombard, 2007; Mestry, 2013).

1.7 SIGNIFICANCE OF THE STUDY

The significance of the study is to understand what prominent schools, with superior leadership, do to increase the leadership capacity of individuals within their school who may want to climb the ladder of the educational leadership ranks within schools and to help them succeed in this.

This study may be of benefit to individuals, schools and to other educational institutions who may gain from this knowledge and to the educational process as a whole. Knowing how these schools develop leadership within their teachers and thus have a continual flow of strong leadership through the school over time, can be used by other schools to develop their leadership capacity within their own school.

The development of leadership is vital as high-quality leadership and management have been highlighted in literature as vital to the educational process (Bush, 2007; Bush, 2008; Leithwood & Hallinger, 2012; Lombard, 2007; Mampane, 2015; Maringe et al., 2015; Matseke, 1998; Mestry & Singh, 2007; Naicker et al., 2013). The need for effective leadership is pertinent today as the South African education system is under pressure to perform. Also, the gap between functioning and dysfunctional schools is growing (Jansen & Taylor, 2003; Maringe et al., 2015; Mestry, 2013).

Creating leadership cannot be achieved instantly, and there is no quick solution for underperforming schools to better their leadership, and in turn better their schools. Even so, this research may contribute to the existing knowledge of leadership in schools and may help individual schools, and the Department of Education (DoE) generally. Functional and dysfunctional schools can learn from each other.

Researching how people with leadership qualities are sourced, trained, and turned into leadership assets in the education system can help underperforming schools adopt those strategies and increase leadership within the institution to better their school's leadership capacity, and not rely on external help from the DoE.

Schools cannot rely on outside help to solve their school individual issues. Solutions must come from internal personnel. Increasing the leadership capacity of teachers enables them to better the school from the inside out. This would allow each school that has different problems, needs and wants to better their schooling environments to what that particular school requires.

1.8 KEY CONCEPTS

Leadership versus Management

For the purpose of this study, the term leadership will be used over management due to leadership development in teachers being a rigid structure and an influence or change of a person's thinking. When the word management is used, a more formal position of senior management or a management position or structure within the school is implied.

School Fee-Paying Schools / Section 21 schools / Self-Governed Schools / Former Model-C Schools

In South Africa, a school that charges school fees are self-governing, and is part-autonomous from the state and can make certain decisions on their own, as per the South African Schools Act (84) of 1996 (SASA), where they are referred to as Section 21 schools. In South African, self-governed schools are also referred to as Section 21 schools, fee-paying schools, and former Model-C schools. For the purpose of this study mainly the self-governed term will be used.

Climbing the Ladder

The phrase climbing the ladder in the title relates to leadership development and leadership succession and the relationship found between the two in schools.

Leadership and Professional Development

As pertaining to this study, leadership and professional development are the betterment of one's leadership through training and the betterment of one's profession as a teacher through training. For the purpose of this study the term leadership development will mainly be used.

Succession

Succession means the development of leadership internally to replace a person in a higher position on the hierarchy if and/or when they leave the establishment.

Leadership Capacity

Leader capapcity is the level or amount of leadership available to/from an individual, group, or organisation. Thus, to better any leadership, one must develop and grow oneself, individuals, groups, or organisations' ability to lead.

Individual Drive

Individual drive is also referred to in this study as motivation. This is an individual's desire to succeed and climb the ladder.

School Culture

School culture is a general ethos that binds all aspects of a school. In this study, a firm relationship is found between teacher leadership development and the culture of the school.

Teacher Leadership

This is defined as empowering all teachers in a school to improve their leadership for the good of the school and the teaching and learning process. It leads to the compounding of experience thus increasing an individual leadership capacity.

Middle Manager

Middle managers are the employees/teachers placed in middle management hierarchical positions of the school/organisation. Their hierarchical level lays above the functioning core of staff, but below the senior decision-maker managers at the top of the management level. They are seen as part of the succession plan or pipeline of the organisation and are possibly being prepped to be promoted to a new responsibility or higher level in the organisation

Leadership Characteristics

Leadership characteristics are the personal characteristics which are seen to be suited to an accepted leader, and that makes them chosen to lead.

Identification of Leadership

The identification of leadership is the process of filtering through staff and creating a group or individual who is seen to be capable of climbing the ladder.

1.9 DEFINITION OF KEY TERMS

This study needs to define the key terms used in the context of the research.

The first key term of this study is leadership, which is distinction from the term management.

An abundance of literature is available on the terms leadership and management. For this study, it is important to distinguish between the two. Leadership and management are not synonymous but do have aspects in common and are inextricably intertwined, such as the authority and ability to persuade people in the hopes of achieving the goals of the organisation (Gillam & Siriwardena, 2013). Shahrill (2014, p. 533) stated that "an effective leader should demonstrate management skills, and an effective manager should possess leadership skills".

Bush and Middlewood (2013) and Spillane (2012), have implied that leadership is about change and management is about maintenance. This is explained by Spillane (2012) who compared leadership and management by saying that the activity of management is bound by an arrangement or structure of organisations and the way they do their business, whereas the activity of leadership includes an outcome achieved by influencing others and initiating change to aid the achievement of this outcome. Bush and Middlewood (2013) also explained that the process of management is the following of policy, as the main function of a school, to ensure that outlined educational objectives are attained and reached.

For the purpose of this study, the word leadership will be used in preference to management. This is because the leadership development of teachers does not follow a rigid structure, but it is rather the influence of, and change to, a person's thinking. When the word management is used, a more formal position, hierarchical structure of management or a senior management team (SMT) position within the school is implied.

The second key term that needs clarification is the term climbing the ladder in the title. This relates to leadership development and leadership succession. As the study has aimed to identify what self-governed schools do to develop leadership within their ranks and create succession pathways, so the phrase climbing the ladder has been used to describe teachers who move up the management ranks because of their individual leadership, and the school's development of these teachers internally. This term can be used in a school and an individual context. The ranks are the formal positions within the school, with the position of principal seen as the ultimate level.

The third key term includes four words or phrases, namely Section 21 schools, fee-paying schools, self-governing schools, and former Model-C schools. These terms are

synonymous and are all related to the type of schools utilised in this study. The SASA (84) of 1996 provides three types of schools: Independent or private schools, Section 21 schools (fee-paying, of which many are former Model-C schools), and Section 20 schools (fully state-funded). As this research is based on self-governed state or government schools, the definition of a private school being fully independent, and Section 20 schools being non-fee-paying schools, is sufficient.

Section 21 status is granted to a school where the SGB is seen to have the experience and capacity to manage all the functions outlined in Section 20 and Section 21 of the SASA (Nyambi, 2005). Nyambi (2005) reiterated that Section 21 schools have a financial management responsibility, that lessens the state's or DoE's obligations to the school, by collecting school fees to pay for school resources that would otherwise be acquired and allocated by the state and given to a Section 20 school.

Internationally, a Section 21 school is known as a self-governed school, and so these terms are synonymous. In South Africa, a former Model-C school refers to schools that are Section 21 fee-paying self-governed schools that were established during the years of apartheid, and so were generally only for the white raced people.

In this study, self-governed schools will be referred to over the other synonyms named above.

1.10 DELIMITATIONS AND LIMITATIONS

Limitations in the study are mainly concerned with the study not being applicable to the general schooling population of South Africa. The reasons for this are as follows:

1.10.1 The area that the study takes place. The study has been conducted in schools in close proximity to each other, with the sampling of the schools and their participants chosen from convenience. Thus, these schools may have similar characteristics to each other, and so may have produced a data anomaly unique to the people in the area of the study.

1.10.2 The study utilised a small sample size of two schools, and so may provide data that are relevant to those particular schools only.

Other limitations include:

1.10.3 The schools used in the study are traditional boys' schools and so the results are not as easily transferable to schools with different characteristics.

Delimitations of the study include the author not being bias towards any data, using a pre-scripted semi-structured interview to ensure the particpants interviews were all carrier out in the same manner and not set-up for a particular outcome, and any prior knowledge or ideas of the author were not integrated into the studies findings.

1.11 OUTLINE OF THE STUDY

The outline of the study is as follows:

CHAPTER 1

Chapter one orientated the study. The literature was introduced about the research, the problem, its significance, and the rationale motivating the study. The outcomes of the study were outlined, and important concepts and terms were identified and explained, along with some limitations and delimitations.

CHAPTER 2

Chapter two includes a review of related literature of the study, including leadership; management; school fee-paying self-governing schools; leadership development; professional development; succession; identification of leadership; leadership capacity; school culture; characteristics of a leader; and climbing the ladder. the conceptual framework of 'trajectories' by Etienne Wenger (1998) is then discussed to better understand the study.

CHAPTER 3

Chapter three outlines the research design and methodology. It provides information on how the research was conducted within a qualitative framework and interpretivist paradigm. All ethical issues are defined and explored in this section, to ensure that they are appropriate for a study on leadership and leadership development.

CHAPTER 4

Chapter four begins with the profiling of the schools and participants, followed by the analysis of data. The data generated are then presented through eight themes written

under two headings. This chapter concludes with a summary of the research findings from the acquired data. Emerging issues of the study will then follow at the end of the chapter.

CHAPTER 5

Chapter five will conclude and connect all the previous chapters by outlining a summary of each chapter of the study and its conclusions. A final conclusion of the study will follow, and then recommendations will be made for future studies through a better understanding of this research.

1.12 CONCLUSION

A school's success can be attributed to its leadership and to the school's ability to continue this success through the history of the school. This can be said to be due to continual leadership development, which through time creates a leadership ladder or pipeline. It can be said that self-governed schools are successful because they develop good leaders and staff. While research shows that self-governed schools produce and give teachers great opportunities to become good leaders, a lack of research on leadership within self-governed schools means that we do not know how, exactly, these schools can continually increase leadership capacity and allow ambitious teachers to climb the ladder through management positions.

CHAPTER TWO: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter introduced the background of this study, including a brief review of the literature on the leadership development of teachers internally in schools, and succession pathways within schools, termed climbing the ladder in this study. It discussed the problem underpinning this study, which made a direct link between well-functioning schools and the quality of leadership available to them.

This chapter is a review of local and international literature pertaining to succession through leadership development. It will address how schools develop potential leaders to aid succession, identify them, and create a talent resource of potential leaders. Leadership and management will also be reviewed as a fundamental part of the study.

The chapter will begin with an introduction, followed by a review of literature aiding in the understanding of key concepts that will be broken up into six main concepts that will be used to understand the study. These main concepts include: First, the concept of leadership and management in the context of the study. Second, succession and the role it plays in providing continual leadership, and the ability to climb the ladder. Third, the concept of self-governed Section 21 schools as used in the study. Fourth, identifying and defining future leaders in schools is an important point of the study. Fifth, increasing leadership capacity internally to aid succession: Leadership pipelines (Groves, 2007), and the enhancement of leadership development (Van Velsor et al., 2010). And sixth, the characteristics needed to be identified, and possessed, to become a potential leader in a school.

Following the literature review of understanding key concepts of the study. The chapter will then introduce the conceptual framework of the study that includes the work of trajectories by Etienne Wenger (1998). This will assist in understanding the process that a leader may need to go through to climb the ladder, in the context of this study in schools. The conceptual framework will be introduced, followed by three sub-sections on how they pertain to this study and theorise how self-governed schools create succession pathways through leadership development, that allows formal management positions to be filled internally. These sub-sections include, firstly, the trajectories concepts explained: trajectory, identity, community, and insider. Secondly,

the trajectories explained: the peripheral trajectory, inbound trajectory, and the insider trajectory. Thirdly, trajectories and the concepts of climbing the ladder through the creation of succession pathways and the identification of future leaders are discussed. The chapter will then finish with a conclusion of the second chapter.

It is noted that in literature there is information on internal succession through leadership development in schools. However, what self-governed former Model-C schools in the South African context do to achieve continual leadership is not well documented in literature, and so not many references were found to aid this literature review. It does, however, strengthen the rationale for the research.

2.2 LITERATURE REVIEW: UNDERSTANDING KEY CONCEPTS OF THE STUDY

This section will include important concepts pertaining to the study, namely leadership and management; internal leadership succession; self-governed Section 21 schools; future leaders; increasing leadership capacity and leadership development; and characteristics of a potential leader. The review will use these aspects to help understand current literature on how self-governed Section 21 schools in South Africa create succession pathways allowing a potential leader to climb the ladder internally. It is noted that promotion is not the sole reason for development taking place, but this is the aspect of development that is most pertinent to this study.

2.2.1 The Concept of 'Leadership' and 'Management' in the Context of the Study

All the key concepts of this study ultimately deal directly with leadership and the management of a school, and how these in turn allow middle managers to be developed to aid succession.

The definition of school management is defined in literature as dealing with technical issues or implementation (Bush, 1998; Leithwood et al., 1999). The definition of leadership, however, was found to be more complicated. The definition of leadership in the school context varies in literature, and there is no agreed definition of the concept (Bush & Glover, 2003; Cuban, 1988; Leithwood et al., 1999; Yuki, 2002).

Bush and Glover (2003) agree that varied definitions of leaderships occur in literature, but claim that a main focal factor of all the definitions include a process of influence when they state, "influence… seems to be a necessary part of most conceptions of leadership" (Bush & Glover, 2003, p. 6). Similarly, Yukl (2002, p.3) stated that leadership is an influence process where in most definitions of "leadership reflect the assumption that it involves a social influence process whereby intentional influence is exerted by one person [or group] over other people [or groups] to structure the activities and relationships in a group or organisation" (Yuki, 2002, p 3).

The comparison between leadership and management is well documented in literature. Bush and Middlewood (2013) and Spillane (2012) explained that leadership is about change and management is about maintenance. This is an important aspect that middle managers and all future leaders need to understand, as these are the responsibilities they will assume.

In addition, and the idea portrayed in this study, the literature also explained that the terms leadership and management are often found to be intertwined. Leithwood et al., (1999) stated that the concept of leadership and management overlap. Gunter (2004) noted that the concept of educational management has recently changed in literature to be named educational leadership as both concepts are closely related. Shahrill (2014, p. 533) expounded that leadership and management must be seen as a mutual and joined relationship that exists between them in that "an effective leader should demonstrate management skills, and an effective manager should possess leadership skills".

Considering those aspects, it is important to note that in this research when reference is made to leadership, it includes the management function of the school because a principal, or a middle manager in a succession plan, will have to fulfil both roles as a manager and a leader. Using the term leadership in this study is because leadership and management have aspects in common, such as authority and the need to persuade people in the hopes of achieving the goals of the organisation (Gillam & Siriwardena, 2013).

The role of the principal includes both leading and managing, to meet the core business of effective teaching and learning within the school (Ali & Yangaiya, 2015; Bush & Middlewood, 2013; Grobler et al., 2012; Hargreaves et al., 2003; Townsend,

2011). Thus, effective leadership and management are required of the principal to ensure the effective running of the school (Bush et al., 2011). In addition to this, the running of a self-governed school and its success, or the lack thereof, is ultimately the principal's responsibility through the SGB (Ali & Yangaiya, 2015; Barr & Dreeben, 2012; Bush & Middlewood, 2013; Bush et al., 2011; SASA, 1996; Grobler et al, 2012; Spillane, 2012; Townsend, 2011). Literature, however, on leadership and management studies are ignored at all other levels of a school, such as middle management, senior management, and the school management team (SMT), except for the ultimate level of principal (De Boer et al., 2010). Hence, this study includes a review of the leadership and management at the middle to upper managements levels. This study dealt with how self-governed schools use leadership development to better their teachers and middle managers internally to grow their leadership and management skills in order to develop a competent successor within the school, and not just at the principal level. This is a point not well documented in literature and is referred to very little, as are the points raised below.

Leadership is vital in any institution including across all levels of the management team and staff. Hargreaves et al. (2003) explained that educational leadership is normally seen as the responsibility of, and is carried out by, the principal, but more recent literature shows a need for the leadership role to be spread across the organisation. Hargreaves explained that:

> *educational leadership extends beyond the principals' office … spreads across an organization, without at the same time denying or diminishing the importance of the principal's role … The principal's influence is important precisely because it intersects with and, at its best, galvanizes the leadership efforts of others across space.* (Hargreaves et al., 2003, p. 2)

Spillane (2012) and Townsend (2011) agreed with the need for the dissemination of leadership, stating that school leadership is often seen as the job of the principal but that principals need those in the levels below to take more accountability for leadership. Van Velsor, McCauley, and Ruderman (2010) stated that leadership development must include all people in informal leadership roles (for example group-leaders or team members) and formal leadership roles (for example the SMT or HOD).

Both in South Africa, and internationally, the increase in leadership competencies within a school is vital, as high-quality leadership and management are important to the educational process and running of a school, and, in turn, aid succession pathways (Bush, 2007; Bush, 2008; Courtney et al., 2013; Leithwood & Hallinger, 2012; Lombard, 2007; Mampane, 2015; Maringe et al., 2015; Matseke, 1998; Mestry & Singh, 2007; Naicker et al., 2013). This highlights the link between leadership and the functionality of the school and why middle managers are being developed to ensure effective and better functionality within schools. Hargreaves et al. (2003, p.2) stated that "One of the most significant influences on school improvement is the quality of school leadership … Leadership is, in many ways, our first and last hope for successful school change". Effective leadership is vital in the success of any school internationally, and poor leadership has been named in various texts as a major cause of the breakdown of schools and the poor education system in South Africa (Badat & Sayed, 2014; Lam et al., 2011; Motala et al., 2015). Furthermore, the gap between functioning and dysfunctional schools is increasing (Jansen & Taylor, 2003; Maringe et al., 2015; Mestry, 2013). The difference between well-functioning and dysfunctional schools is the effectiveness of leadership available to the school.

The points raised in this sub-section that leadership must be spread beyond the principal's office down the management ranks, and the importance of leadership in the success of a school, was incorporated in this studies data collection. It is seen as important to the study as it speaks directly to the concept of climbing the ladder. All participants were queried on their opinion of this point, and whether leadership and management was a shared task within their school, or if it was the sole responsibility of the principal to deduce if the school has a shared distribution of leadership, and why. The reason for strong leadership in these schools was also queried with regards to the link between strong leadership and the effective running of the school. This was asked to probe whether leadership capacity was intentionally being developed internally to aid functionally.

2.2.2 Succession and the Role It Plays in Providing Continual Leadership, and the Ability to Climb the Ladder

There are many definitions of school leadership succession. Rhodes and Brundrett (2005, p. 15) defined it as "a complex area involving appointment to senior leadership positions, including deputy headship and headship and also appointment to middle

leadership positions such as co-ordinators and heads of department". According to Fink and Brayman (2006, p. 65), "leadership succession plans connect the identification, recruitment, preparation, placement, induction, and on-going in-service education of leaders". Hargreaves et al. (2003) explained that succession is more than simply replacing posts by identifying a replacement; it must focus on leadership patterns more than on specific jobs. They further state that succession "involves deliberate, systemic and sustainable efforts to project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional learning experiences, and then select leaders from among the pool of potential leaders" (Hargreaves et al., 2003, p. 22).

There are different terms available that help defines the notion of climbing the ladder in this study. Climbing the ladder means the development of teachers within a school to be able to move up the management levels of that school from a post level 1 teacher position through to the ultimate level of principal. These terms include 'leadership pipelines' (Groves, 2007; Myuang et al., 2011), 'stepping stoning' (Macpherson, 2014), 'sponsored mobility' (Myuang et al., 2011), 'tapping', also known as 'contest mobility' (Myuang et al., 2011), and 'growing one's own leaders' (Rhodes & Brundrett, 2005). All these terms suggest internal succession in schools. This succession is achieved by developing teachers to take up middle management roles, and middle management to take up SMT roles, and so on, through to the ultimate level of principal.

Leadership development with regards to succession planning and leadership succession in education is not well documented in literature, and studies based on succession in schools seem limited (Fink & Brayman, 2006; Hargreaves et al., 2003; Rhodes & Brundrett, 2005). Despite the lack of literature on this topic, it is potentially vital to the workings of a school, whether internationally, or in South Africa, and that the rise of teachers and middle managers to formal management roles occurs to ensure both continuity and school improvement (Fink 2004; Fink & Brayman, 2006; Flintham, 2004; Rhodes & Brundrett, 2005, Townsend, 2011).

Fink and Brayman (2006, p. 64) explained that succession planning is an issue because "very little attention has been given to this equally significant issue of how leadership is arranged and articulated", even though, according to Hargreaves et al. (2003, p. 21), "educational research points to the importance of leadership succession".

One of the issues raised, however, is that fewer teachers want to be promoted into higher ranks despite the need for succession (Hargreaves et al., 2003). This is an important issue as the succession of middle managers in the educational environment is emphasised in international literature due to a leadership crisis of a lack of competent leaders available to succeed outgoing principals (Fink, 2004; Fink & Brayman, 2006; Flintham, 2004; Hargreaves et al., 2003; Rhodes & Brundrett, 2005; Townsend, 2011). This means the retention of staff must be part of any succession plan.

Creating a sustainable culture of leadership development creates an opportunity for continuous leadership within a school. Thus, "Sustainable leadership maintains improvement from one leader to the next. This leadership improvement from leader to leader depends on the succession process being successful, and that the sustainability of leadership is beneficial to all" (Hargreaves et al., 2003, p. 80). This continued leadership is highly beneficial to a school as it builds leadership capacity, leading to teachers and middle managers being able to follow succession pathways in a school (Groves, 2007; Van Velsor et al., 2010). These succession pathways in turn allow the school to identify talented individuals internally. This allows succession to take place within the school. This is important, as succession is vital to manage the difficult task of retaining talented individuals and middle managers who are seen as a limited resource (Margolin, 2013; Myung et al., 2011; Rhodes & Brundrett, 2005). A sustainable culture of leadership leading to succession is an important point, and this was developed later in this study by questioning the participants directly about the culture of leadership in the school, how this culture is created, and if the school has a succession plan.

The increasing complexity of schools, and especially of self-governed schools, has meant that the principal has had to ensure that each realm of the schooling environment has better leadership capacity and capability available to it to ensure the effective running and sustainability of the school (Courtney et al., 2013). This means that the level of leadership competencies within the school, and especially at a middle management level, needs to be improved. It, therefore, provides the relevant skills for staff to assist the principal in the everyday running of the school, as well as improving performance, even though it is ultimately the principal's responsibility.

The spread of leadership also increases leadership capacity within a school. Thus, good leadership includes the rotation of potential leaders carrying out leadership activities within the school to provide training and experience in different roles. This aids succession and promotion within the school by 'upskilling' teachers to move from the lower to middle, and the middle to upper management ranks. Self-governed schools develop these middle managers and teachers to the benefit of the school as a whole. Previous roles, tasks and responsibilities make up an important part of this study through questions posed to the principals participating in the study, as well as the middle managers. Participants were probed regarding their previous positions, tasks, and responsibilities within the school that possibly aided them being identified as a potential leader, and if there was any systematic progression of these responsibilities being provided. Following on from the previous literature provided on school leadership, leadership is spread across the school to aid succession as people are developed in lower levels. Hargreaves et al. (2003, p. 40) explained that "principalship is or should be a manageable, renewable human resource". This implies that succession is important in the leadership and management realms of the school. Succession can be from teacher level to informal leadership positions, teacher level to formal middle management, and also from middle management to the SMT.

There are two types of succession. Succession can come from an internal source (promotion within a school) or an external source (promotion from another school or positional rotation). Generally, internal succession is seen as more beneficial (Groves, 2007; Hargreaves et al., 2003; Van Velsor et al., 2010).

Succession planning in schools may be a vital component of the running of the school. Successful succession takes place when "there is careful planning, adequate preparation and decent, humane management of all aspects of the succession process" (Hargreaves et al., 2003, p. 80). A succession plan can be incomplete but still required, through the death or disability of a leader (Hargreaves et al., 2003). Successful succession is important and must be a "part of every school's improvement plan where leadership succession can be directly connected to school improvement" (Hargreaves et al., 2003, p. 82). To ensure that succession plans are successful, a school must ensure "better planning … attention to sustaining change … creating deeper and broader pools of leadership talent" (Hargreaves et al., 2003, p. 89). These

points were asked directly to the participants of this study to deduce whether succession is taking place in the schools utilised in this study.

Succession planning is beneficial as principals develop teachers and middle managers with positive leadership capabilities that will ensure leadership sustainability. This also includes allowing the identification and recognition of certain staff that have strong leadership capabilities (Myung et al., 2011; Rivas & Jones, 2015). This allows those staff to be developed and ensures that they are selected for a position through their skills and ability to fulfil their responsibilities. It also increases the chances of the school attracting and retaining good staff (Myung et al., 2011; Rivas & Jones, 2015).

Groves (2007), and Rhodes and Brundrett (2005) state that succession may also create a longer term of service in managers; this aids the continuity of leadership, and avoids any problems that may arise from many short term changes in the principalship. Other benefits of succession planning, according to Groves (2007), and Rhodes and Brundrett (2005), include the upward movement of leaders in management positions, which provides continuity, instead of simply replacing a staff member when needed. It improves current efforts by staff and aids the vision of the school. It also enables a school to train new teachers to replace teachers if they leave (Groves, 2007; Rhodes & Brundrett, 2005). These benefits of internal succession are vital to the study as they give possible reasons as to why the schools made use of in this study create succession plans and pathways, and so participants were asked about their own, and the schools stand-point, on the importance of internal succession planning, and if it takes place.

If succession planning is not part of a school's strategic planning, the identification of potential leaders is left to the principal, who may be misinformed about a particular person's potential. This may lead to the principal wrongly thinking that the person is fitting, or not fitting, for a particular position. This can have a negative effect on the school if this person does not live up to the assumed potential (Myung et al., 2011). This point is made to show the importance of a succession plan that is well organised and informed within the institution. The Principal does have full power to appoint or promote who they see fit, but this appointment must be well informed to them from people within the succession plan who identify future leaders, and with the input from these different people in different facets of the organisation before the Principal makes the final decision. This will ensure that the most informed decision will be made, and

that the chance of a person being promoted who may not be suited to the position is minimised.

Fink and Brayman (2006) and Hargreaves et al. (2003) added that, in the absence of succession planning, unplanned or hurriedly made arrangements in succession can hamper improvement in a school. In addition to this, if teachers do not understand succession, or have not had the succession process of the school explained to them, they may lack confidence in their ability and thus choose not to be developed or be identified as a future leader (Rhodes & Brundrett, 2005). If the succession plan is not implemented properly, and a position becomes available, it may be too late to fill this position internally, as effective leadership development has not taken place to prepare a particular candidate for the role (Groves, 2007; Leithwood & Hallinger, 2012; Rivas & Jones, 2015).

Hargreaves et al. (2003) outlined four key principles of effective succession planning. One, it must align with the strategic planning of the school. Two, it must be overseen by the principal. Three, it must connect with leadership development systems implemented before selection. And four, it must suit the culture, history and needs of the school.

The identification of potential leaders is vital in the succession process. Hargreaves et al. (2003, p. 85) reiterated that "All the care in the world that is given to the succession planning process will yield few benefits unless there is a deep pool of leadership talent". The identification of potential leaders to fulfil the succession plans of a school can take the form of stepping stoning and tapping. These terms may provide some insight into how the self-governed schools of this study create succession pathways for future leaders to enter. Participants of the study were also asked to discuss if their school identifies potential leaders and assists them in gaining experience to help them climb the ladder.

Macpherson (2014, p. 2) used the term stepping stoning in a similar manner to the theory of sponsored mobility, cited by Myung et al. (2011). In these theories, it is implied that potential leaders jump from different roles and responsibilities to another. This allows them to gain and master certain roles in the process to aid development and potential to climb the ladder.

Every person in the organisation must have the opportunity to get promoted through fair procedures depending on the merits of the person. This notion is supported by Groves (2007), who stated that any person, in any position, can be a potential leader and successor. Certain defined preparations and succession strategies may be vital to succession planning, by creating a sustainable leadership capability within the school through the continual nurturing of leadership (Macpherson, 2014).

Stepping stoning and sponsored mobility are more organised forms of succession planning compared to tapping or contest mobility. Tapping (Macpherson, 2014), which is similar to contest mobility (Myung et al., 2011), is used informally when a principal identifies potential leaders, often in the absence of a proper succession plan and pushes them through the promotional ranks. Tapping is based on the identification of leadership competencies and characteristics of a candidate by the principal, who assumes the person can fulfil a particular position available (Myung et al., 2011). This can be disadvantageous as it relies on favouritism and promotes inequalities in recruitment. However, it may though be advantageous, as principals may identify and encourage promising individuals within their current teaching staff and recruit them for promotion as they know the demands of the job and the school already. It may also allow an opportunity for the teacher looking to be promoted to learn about a promotional role before even being promoted. It can also be beneficial as it aids the development and identification of future leaders and thus aids the sustainability of the institution (Myung et al., 2011). Understanding these processes of promotion may also provide some insight into how the self-governed schools of this study create opportunities for internal promotion, and so the data collection included questions and probing relating to the school's process, informal or formal, of identifying someone for promotion.

The purpose of succession planning is to allow a school or organisation to have clear steps in place to identify and recognise a particular person's ability to be a successful leader. Recommendations on how to do this, according to Fink and Brayman (2006), are: First, to ensure the sustainability of leadership. Second, allow future leaders to gain experience in roles that prepare them for promotion through mentorship and support systems. And third, have an organised leadership succession plan as an important and compulsory mandate of the school.

Hargreaves et al. (2003) reiterated that the purpose of succession planning is to join current leadership talent with the potential, future talent to preserve 'institutional memory'. The reason for this is that, "good succession planning ensures the continued cultivation of leadership and intellectual talent and manages the critical knowledge assets of the organization" (Hargreaves et al., 2003, p. 23).

Both Macpherson (2014) and Myung et al., (2011) agree that succession needs to take place through leadership development, including mentorship that aids a person's readiness for promotion. These are possible tools that self-governed schools in the study may be utilising to aid internal succession. Due to this, the participants of the study were asked directly if, and how, succession takes place at their school. The authors, Macpherson (2014) and Myung et al., (2011); name mentoring and shadowing as a major part of a succession plan, allowing the person to learn through by doing the actual job. When doing the job, the person is 'thrown in the deep end', and so has to learn what the job entails and gain experience in the position. The person could be given a pre-appointment or acting job in the position that allows them to do the work and gain experience (Macpherson, 2014; Myung et al., 2011). Previous experience in the workplace of the participants used for this study also made up an important part of the data collection and participants were queried about mentorship, experience, and being 'thrown in the deep' end.

As previously stated, mentorship can take place formally or informally, but informal mentorship is seen as more beneficial to the leadership development of a future manager (Groves, 2007). This is because it decreases the chance of personal conflicts or the possible lack of commitment shown by a manager towards the mentorship process when done in an organised and formal way. The effectiveness of the mentorship process also depends on both the quality of the relationship between the parties and on whether the relationship (informal) or programme (formal) are maintained for the time needed (Groves, 2007). Participants of this study were queried if they were mentored formally or informally to deduce if mentorship takes place that would aid in the development and experience of a future manager.

Groves (2007) and Van Velsor et al. (2010) affirmed the importance of mentorship and relationships in developing a future leader because this approach to leadership development strengthens succession planning. Groves (2007, p. 246) argued for a 'mentorship network' that would increase a future manager's chance of promotion

through individual and group coaching, career advice, and gaining experience directly from senior leaders and peers.

Hargreaves et al. (2003) reiterated that highly capable and willing future leaders can be retained and developed through early identification from their first year of employment; mentorship and peer networks.

Succession planning can thus be said to be vital to the effective and sustainable running of a school. Groves (2007) adds that it is vital that the principal who is overseeing the succession plan has a clear vision of the next generation of leaders. As this vision includes staff internally, it benefits the organisational culture (Groves, 2007). In this way, positions may be filled internally through a succession plan by the person who already understands the culture of the school and thus continues the ethos of leadership development within the school, which in turn also increases leadership capacity. This creates a positive culture that is vital to an organisation's success (Groves, 2007). The data collection of this study utilised the principals of each school to identify and nominate middle managers within the school that they thought would make prime candidates for this study on succession and climbing the ladder to deduce if the principal has a vision of the next generation of leader within the school.

For internal succession to take place, a culture in which there is the creation of opportunities for good leadership practices and development needs to be instilled in the school by the principal (Van Velsor et al., 2010). Thus, the development and identification of leadership are directly related to the school's culture (Groves, 2007; Harris, 2013; Leithwood & Hallinger, 2012; Williams, 2011). A school's culture or ethos must include leadership development that is constantly offered to all people in the school. Leadership development will not be viable and have the desired positive outcomes aimed for if it is not done continually, and only done spontaneously, or when it is seen to be needed (Day, 2015; Groves, 2007; Harris, 2013, Leithwood & Hallinger, 2012; Van Velsor et al., 2010). This means that the development of leadership of teachers in a school, and the nurturing of future leaders by the school, have to be embedded in the culture of the school. Margolin (2013, p. 77) reiterated that it is vital to "establish a culture in educational institutions where leaders are nurtured and develop".

Leadership development thus needs to be embedded as part of the culture of a school for it to be effective and lead to succession pathways for teachers. The need for leadership development to be part of the culture of the school is repeatedly addressed in the literature, emphasising the connection between the two. Turan and Bektas (2013) and Groves (2007) maintained that an important relationship is found between a teacher's leadership development and the culture of the school. The authors' additionally stated that the culture found in a school creates a specific school identity, whether positive or negative. Ideally, if the culture is of a positive kind, this identity allows the ideologies and outcomes required of the school to be transmitted to all teachers. This allows teachers who are willing and able to be developed to join the leadership pipeline of the school to fulfil future leadership and management roles. Thus, it can be said that a positive school culture and effective leadership have a strong relationship, and are generally associated together as developing leadership has a positive effect on a school's culture. And a negative culture with ineffective leadership would damage the culture of the school (Groves, 2007; Leithwood & Hallinger, 2012; Turan & Bektas, 2013). This relationship between a positive school culture and effective leadership is raised in the questions asked in the data collection of this study as it may assist, as the literature states, teachers, to join the leadership pipeline.

There is a need for a sustained and ongoing culture of leadership development that aids leadership pathways within a school to aid succession. There should be a continual process of creating leadership in the school environment, which is required to ensure that a school runs at its optimal level, and a leadership void is never experienced. This means that these schools must have a sustainable leadership plan in place.

Margolin (2013) declared that academics have realised the need for educational leadership that is sustainable. This is because it provides a smooth transition between leaders, thus avoiding any difficulties in succession and preventing interruptions to ongoing change that strengthens education in the school. Margolin (2013, pp. 77–78) explained that "Sustainability maintains that leadership is an ongoing process leading to continuous improvement … and aims at creating the succession of leaders for future generations".

2.2.3 The Concept of Self-Governed Section 21 Schools as Used in the Study

In South Africa, self-governed schools are outlined in the SASA (84) of 1996 as 'Section 21' schools that are allowed to charge school fees and have decision-making responsibilities by the SGB. A Section 21 status is granted to a school that is seen to have the experience and capacity to manage all the functions outlined in Section 20 and Section 21 of the SASA (Nyambi, 2005). This means that the schools are independent in certain key aspects of their functionality.

These self-governed schools in South Africa are also referred to as Section 21 schools, fee-paying schools, and former Model-C schools. For this study, the term self-governed school or Section 21 schools will be used. The other type of state school in South Africa is a 'Section 20' school that is solely state-funded and has fewer decision making responsibilities given to them according to the South African Act (84) of 1996. In defining self-governed schools in literature internationally, the basic similarity between self-governed schools in other countries, and those in South Africa, is that they all charge fees for attendance.

Defining these types of schools in the context of the study is important as the study looks to self-governed schools and the leadership created internally by them. Section 21 schools are seen as having better leadership, in general, compared to Section 20 schools (Grant, 2006; Lombard, 2007; Mestry, 2013). Internationally, self-governed schools are also seen to perform better than solely state-funded schools (Grant, 2006; Jansen & Taylor, 2003; Lombard, 2007; Maringe et al., 2015; Mestry, 2013; Mestry, 2014). The research phenomenon is how self-governed schools create succession pathways for middle-managers through the development of leadership suited for Section 21 type schools. Continual effective leadership is required in these schools to run effectively and survive. Self-governed schools in South Africa should develop leadership in their middle-managers because strong leadership is required to aid the everyday running of the schools that are set out by the South African Schools (SASA) Act (84) of 1996 as a Section 21 school.

Nyambi (2005) expounded that a Section 21 school has to acquire its goods out of the money paid by both the state and received in school fees, and, thus, these schools do need to ensure that the money is put to good use and helps to develop and grow the school, as a business would. This means that the principal of a self-governed school

has additional responsibilities for ensuring that school fees are utilised effectively. This creates a need for strong middle management to aid in these responsibilities. Value for money is important in self-governed schools, much like it would be in a business. The utilisation of money must be managed in schools by competent people. Thus, the principal must ensure that all positions, especially those in middle-management, are filled by highly competent people. Staff may be developed internally to fill these positions; this creates succession pathways, which is the phenomenon being researched. Participants of this study were asked if their schools, being self-governed Section 21 schools, means that a greater need for leadership development and a succession plan was needed to deduce whether the perceived better leadership and functionality named in the literature above was a product of the Section 21 self-governed status of the school, and so the schools have naturally evolved to have good leadership and creating good leadership in-house because of to this.

Very little literature exists on how self-governed schools in South Africa create succession pathways internally through leadership development in the school. The reason for the study being set in self-governed schools in South Africa is that it is perceived that teachers of self-governed schools are developing greater leadership potential to fill management positions within the schooling system than their counterparts in other schools. This point is questioned through the data collection process from all participants of the schools used in this research. It must be noted; this is not to say that all Section 21 self-governed schools have superior leadership compared to their corresponding Section 20 schools. Some of the different types of schools continue to perform annually despite many obstacles (Mestry, 2014; Naicker et al., 2013). Bayat et al. (2014) and Mestry (2014) reiterated that the variations in different school management abilities affect the success of schools, whether they are Section 20 or Section 21 schools. It is also noted that schools (Section 21 or Section 20) with superior leadership and management effectively are more successful (Bayat et al., 2014).

2.2.4 Identifying and Defining Future Leaders in Schools as an Important Point of the Study

Future leaders are seen and defined as the next people in the pipeline or climbing the ladder who, through succession will be promoted into a higher leadership position, as the phenomenon this study seeks to unfold. Future leaders can also be referred to as middle managers or future managers. In literature, and as experienced in the South African context, middle managers are defined as people occupying the positions between the functioning core of the organisation and the decision-makers at the top of the management levels. Their function is to communicate and provide accessibility between these two roles and to implement and endorse decisions and initiatives instructed from the SMT to the lower levels. This may mean that middle managers have more influence over a school's performance than the SMT (Ren & Guo, 2011; De Boer et al., 2010). It also may have a direct influence on upper management's ideas and visions for the school, as middle managers are the pioneers into new opportunities, and thus have influence over what issues are seen as important by the SMT and given the greatest attention (Ren & Guo, 2011). As this study aims to explain, the research queried if middle managers have more of an influence in self-governed Section 21 schools of South Africa than is documented in literature as their vision and ideas often influence the upper echelons of the management structure within a school.

Identifying and developing future leaders is vital to the sustainability of schools due to a global decline in people choosing teaching as a career and current middle managers leaving the profession (Myung et al., 2011; Townsend, 2011). Despite the importance of developing future managers, very little literature can be found on middle management that is seen as the future managers to move up in the management hierarchy, and the influence they have on a school, with most literature discussing organisational middle management in general (Ren & Guo, 2011). There is evidence, however, of a growing status level of recognition internationally of middle managers in the leadership and management roles of schools, and middle management is seen as a professional activity in Australia, the United Kingdom and the United States of America (De Boer et al., 2010). In the context of this study, this point about the importance of middle management is vital and makes up the general idea surrounding the study, and the research conducted, of growing one's own leaders internally to

climb the ladder of the different management ranks within self-governed schools in South Africa.

Middle managers, or future leaders, are terms used in this study for the next generation of leaders within schools, and so form an important part of this study as they play a major part in succession. In the South African context, middle managers are the teachers who hold a post-level two or three position, namely being the Head of Department/s (HOD) in the school, and the deputy principal position/s in the school. Post level 1 teachers however are not excluded because of performing the basic teacher role in a school, as they are also available for promotion into the next post-level, and often act in a higher position before being promoted into it.

For middle managers to be developed and thus aid succession in schools, schools must identify lower and middle managers who have the capabilities to climb the ladder. Research conducted for this study queried the participants directly with regards to the identification of future leaders to gain data with regards to if, how and why, future leader identification takes place. Talent identification, according to Groves (2007), incorporates two main methods. Firstly, through leadership development, talented individuals are identified and grown within the organisation, leading to internal succession. Secondly, people in formal management positions must be continuously involved in the identification of talented employees. This principle underlines the significance of this research as Groves (2007) stated that internal development, leading to internal succession and promotion, is favoured over the replacement approach, whereby the replacement of a management position is found from an external source. This stand-point is agreed within this study, and queried through the data collection process, as climbing the ladder is defined as internal succession into higher management positions and benefits the school by the person already holding institutional knowledge and knowing the culture of the school.

De Boer et al., (2010) explains the importance of middle managers mentioned above makes them the prime candidate to enter succession pathways within the school. It also demonstrates that the role of a middle manager is complex and is not a basic job. This is because middle management has evolved into an important position, empowering staff, and strategically managed by the school. Middle managers in schools currently have far more responsibilities than they did in previous years. This creates an existing chance of them solely managing a facet of the school alone. This

point aligns with the study in that middle managers in self-governed Section 21 South African schools are groomed through gaining experience to climb the ladder to the next management role, and the participants of the study were questioned as such.

Additionally, most middle managers are seen as highly capable people as they are involved in both the managerial and academic expertise facets of the school (De Boer et al., 2010). Literature, however, presently has very few references to middle managers in schools and the exact tasks they are involved in (De Boer et al., 2010). Due to this, candidates of this study were asked direct questions and data was collected to find out what tasks middle managers are undertaking in these South African schools. It is known that the functions undertaken by middle managers aid the development of those capabilities that can lead to promotion. This means that they will be the most suited to enter a succession pathway, as their development as a middle manager increases their chance of promotion, and thus they play a significant role in this study.

Only a small amount of literature was found pertaining directly to the development of middle managers to aid succession in self-governed schools in South Africa. Literature found, mentioned below, provide basic entry-level qualifications required to take up a higher post-level position, but no formal training and development plans are found. Literature does provide basic overviews of how other countries are developing middle managers and future principals to take over SMT roles. The international trend is that most countries have a sort of leadership training (formal and informal) before promotion can take place and, in some cases, it is compulsory (Townsend, 2011).

According to Townsend (2011), in England and Scotland, a formal certificate in education is required by middle managers to get promoted and training is provided by the National College for Leadership in Schools.

In the United States of America, the first step to promotion is a personal decision to take a leadership programme at a university and a master's degree in educational leadership is required (Townsend, 2011). In Denmark, leadership is viewed similarly in all organisations and contexts and therefore training for middle managers is done in a generic way for people from all sectors across the country. Formal training in educational management is not a requirement for promotion, but rather the type of

leadership training received is, even if it has no connection to education (Townsend, 2011).

In Hong Kong, the principal is considered the most important person in the education realm, with a lot of training required of them to become a principal. The training required to improve the leadership capacity of future leaders takes place throughout an individual's career (Townsend, 2011).

However, in South Africa, to qualify for promotion into SMT positions, a person only needs to be a qualified teacher. That means having a four-year degree (Bachelor of Education), or a three-year bachelor's degree with a post-graduate certificate in education (Republic of South Africa, 2007). With this qualification, a person can move up the management levels to a principalship without any other formal training The DoE in South Africa outlines the role, professionalism and competencies required by a principal in the 'South African Standard for Principalship' (Republic of South Africa, 2014). It does not define the qualifications or formal training required to become a principal. The DoE admits that there is a current lack of co-ordinated systems in place to train future principals in South Africa. Bush et al. (2011, p. 31) explained the path to a SMT role in South Africa by stating that:

> *…school leaders begin their professional careers as teachers and progress to headship via a range of leadership tasks and roles, often described as 'middle management. This leads to a widespread view that teaching is their main activity and that a teaching qualification and teaching experience are the only requirements for school leadership.* (Bush et al., 2011, p. 31)

Bush et al. (2011) have also stated that there are no formal guidelines for training school managers to become principals in South Africa. Appointments are generally made on the assumption that a sufficient criterion is the success of the person as a teacher. To combat this, the DoE in South Africa introduced the Advanced Certificate in Education and School Leadership (ACE) offered by universities to better educational standards and offer aspiring principals and middle managers training for the role of principal, as a unique, practice-based course (Bush et al., 2011). This course, however, is not a formal prerequisite and is not needed for promotion as a principal. This means that a school in South Africa looking to fill positions will benefit by having

their own development programmes to ready potential leaders internally for higher positions, rather than looking outside of the school for a potential candidate. This lack of compulsory training and the difficulties in rolling out the ACE course across South Africa may be why the schools utilised in this study develop leadership internally and create succession pathways. This notion is asked of the participants in this study to cement the idea that internal promotion and succession is favoured over external appointments.

The movement of teachers and middle managers up the promotion scale is caused by staff turnover in management positions. This turnover of managers has both positive and negative connotations attached to it. A combination of turnover and a lack of leadership development opportunities given to the newly promoted manager makes the creation of leadership pipelines or pathways very difficult (Béteille et al., 2012; Rhodes & Brundrett, 2005). However, a change in management, or turnover, is important to this study as it involves the promotion of middle managers. And this promotion of middle managers internally into SMT positions provides some solutions to the negatives of management turnover, such as the absence of management skills once the former manager has left. And may also create some problems, such as if the circumstance and reason for the turnover were negative and/or forced.

This study looks at the need and wants for self-governed Section 21 schools to develop and promote internally within the school. This however does not mean that the school is allowed to appoint anyone to a post-level two, three, or four positions. As these positions are available for, or to be, employees of the DoE of the provincial or national department, positions are advertised in an HRM (Humans Resource Management) Circulars published in the Public Gazette available to all teachers to be able to apply for positions. Applicants are then sifted by the particular circuit office of the post applied for, and applications are removed if they do not meet the minimum requirements, or have an error on the application. The remaining applications are then sent to the particular school where the school's appointed interview panel (made up of the principal and SGB members) shortlist the candidates according to criteria outlined by the DoE. The shortlisted candidates are then interviewed, and graded according to a guideline set out by the DoE and the SGB. Candidates are then ranked, and the ranking is sent back to the DoE to be vetted and appointed.

In saying this, a person acting in the current position working in the school is automatically shortlisted. And with the appointed interview panel being made up internally from personnel involved directly with the particular school, interviewed shortlisted candidates often include teachers and middle managers working within the school already. In this way, pre-trained and experienced gained internal successors can perform well in the interview, and be ranked in a position as the schools' preferred candidate for the job to the DoE. Hence, internal succession can take place for these promotion posts, as preferred by the particular self-governed Section 21 school.

The benefits of the promotion internally of a new senior leader may include innovation, fresh ideas, the loss of a leader that was ineffective anyway, continuity, or where a new direction for the school was seen to be needed (Béteille et al., 2012; Rhodes & Brundrett, 2005). Pre-planned questions devised for this studies data collection included a question on the participant's preference for internal or external appointments, as well as why that preference was chosen, which adds to the authors above notions.

Fink and Brayman (2006) explained that developmental experience gained in the same school as the promotion is advantageous to those seeking promotion, as it is very challenging taking up a new management role at a different and new school. Additionally, internal promotion:

> *provides considerable lead time … develops shared understanding and commitment among faculty through meaningful communication, and they harmonize the new principal's inbound knowledge with the outbound knowledge of the departing principal and his or her concern to maintain and build on what has already been achieved in the school. (*Fink & Brayman, 2006, p. 86)

The point made is seen as important in this study due to the actual abilities, except what is stated in a curriculum vitae and an interview may not be known to the schools' interview panel. Thus, the promotion of an outside potential leader may be seen as a risk to the school as essentially, they do not know what they are going to receive with regards to ability and knowledge in the position. This was so questioned to the participants of this study for clarity. Hargreaves et al. (2003) developed the concept of internal succession being positive due to the merger and connection of 'inbound' and

'outbound' knowledge. This inbound and outbound knowledge are important elements to understand the benefits of internal succession (Fink & Brayman, 2006; Hargreaves et al., 2003). This is because a future leader being groomed within the school can learn certain aspects that would enable success in a promotional position and that would require an outside appointment time to learn. This is due to the inbound knowledge being an understanding of "a school's past history, its present improvement needs and the strategies that will best move it forward – [that] comes from three sources: knowledge of the school, knowledge of the context and knowledge of the leadership role" (Hargreaves et al., 2003, p. 71).

The other benefit of internal succession is the retention of the outbound knowledge, which is the knowledge held by the outgoing leader. Potential leaders may also choose to stay at a particular school knowing that internal succession is planned. This aids the retention of leadership within the school. This underscores the point that succession is best when filled internally, and so aids the phenomenon being researched in this study (Hargreaves et al., 2003). This point is also valuable to the study, and the preference of internal succession to self-governed schools, as the type and style of leadership, is known from an internal candidate and so it can be expected that it will fit into the particular school's style of management. If an outside candidate is appointed, and their leadership style is not suited or accepted by the school, the newly appointed candidate may not be able to succeed as expected.

According to Hargreaves et al. (2003), the negative aspects of internal succession is that succession must not be unexpected and must be understood by all, but even if this happens "teachers sometimes develop long-term responses to the repeated and predictable process of succession in general, as well as to specific moments of leadership succession in particular. For these teachers, succession feels more like a procession" (Hargreaves et al., 2003, pp. 4-5).

This study explores internal promotion and succession. Self-governed schools may favour this due to the possible negative aspects of a change in management from an external source. These points were asked to be named by the candidates of this study to deduce the reasons. Literature provides some ideas, and include instability within the school, and a loss of knowledge with regards to the school's traditions and culture (Béteille et al., 2012; Hargreaves et al., 2003). Béteille et al. (2012) also described these negatives as a possibly lower commitment shown by teachers and a possible

need to train new leaders, which causes a loss of time and money. Hargreaves et al. (2003, pp. 13-15) added that a person taking over from an external source "may take too long to learn about their new school … in which case 'on-the-job training' results in 'lost ground' … Principals new to their school encounter tensions with faculty when they do not understand the professional culture".

There are benefits in filling management positions internally and having a succession plan of internal training and leadership development of future managers in place. This point is reiterated by stating that incoming successors do "best when they were developed within and drawn internally from schools" (Hargreaves et al., 2003, p. 76). This point is expected to be favoured by self-governed Section 21 schools in South Africa, and so the study seeks to investigate how their internal succession and development takes place. On the other hand, a self-governed school may see a need for an external candidate if an internal candidate is not ready or not available. This point was used as one of the questions to participants of the study to help deduce and answer.

Hargreaves et al., (2003, p. 67) also stated that there are times when a successor from an external source is needed. Those times may be when there is a need "to fix a failing school, prod a cruising school into action, or help a school deal with new change demands". The author's further state that these new successors to the school come with 'inbound knowledge' from their previous school, which can be beneficial (Hargreaves et al., 2003, p. 67).

The performance of a school can be transformed due to a change in leadership; there may be positive outcomes, negative outcomes, or no change in any outcomes (Béteille et al., 2012; Rhodes & Brundrett, 2005). Promoting a middle manager internally seems to have more of a positive effect, or no effect at all, on the performance of a school compared to the negative effects that may arise when an external person is promoted into the organisation.

According to Courtney et al. (2013), for the career advancement of a person known in the school, leadership development training in the specific knowledge, and learning opportunities of the school creates sustainability. It is an important requirement that the school leadership motivates and engages the teachers in the school. This can be done by the internally promoted manager participating in work-related development,

by allowing them as teachers to be challenged by current problems faced by the school. Self-governed schools in South Africa are expected to be constantly providing development and experience through different roles in the school, and by acting in different positions when needed, and clarity on the type of roles and acting positions available were asked of the participants for this study.

Courtney et al. (2013) explained the importance of leadership development to aid and benefit internal succession by developing potential leadership talent. This movement is hierarchical as teachers are developed to move into middle management roles, and middle managers are developed to take up SMT roles. Internationally, leadership development helps individual teachers or middle managers to take up formal or more senior management positions within a school. From the school's perspective, for a school to gain future leaders who are worthy of management positions, they must be developed to be able to do a specific job. This in turn increases the leadership capacity of the individual (in middle or lower management) and leads to higher effectiveness and success for the school. It also either provides a channel into promotional opportunities as capable employees and middle managers who are identified and retained at the school or simply strengthens the capacities of an individual who may not wish for a promotion or to climb the ladder (Day, 2015; Harris, 2013; Leithwood & Hallinger, 2012; Rivas & Jones, 2015).

Furthermore, leadership development does not solely take place to aid promotion. Continual development of a teacher throughout their career is vital for the betterment of the teaching and learning process. However, a benefit of leadership development is that it increases the chance of individuals' promotion as they may be identified as talented future leaders (Groves, 2007). Thus, middle managers must be developed to be able to take up SMT positions. Such 'up-skilling' of teachers makes them more viable in a succession pathway within the school (Groves, 2007).

There is a difference between teacher leadership development and the leadership development of teachers. Teacher leadership development is the empowering of all teachers in a school to better their leadership skills and qualities, for the good of the school, and the teaching and learning process (Knapp et al., 2003). This term must not be mistaken for the leadership development of teachers, which is a focus point of this study, which is the preparing and developing of a group of future leaders for succession within the school. Thus, the term leadership development of teachers, or

leadership development, is used in this study to refer to the latter, which is a process aimed at the school's leadership, and not the former, a process aimed at leadership in the classroom to influence the teaching and learning process.

The development of lower and middle management can be seen as formal and informal (Groves, 2007; Taylor et al., 2011b). During formal development practices, future leaders can learn from structured development sessions. Through informal structures, they learn by being involved in particular aspects of the school. This allows future leaders to learn first-hand, and thus gain the necessary experience and strengthen the leadership skills that can aid promotion (Groves, 2007; Taylor et al., 2011a). The type of development taking place, whether formal or informal and if at all, is discussed with participants of this study as it helps provide important information on how future leaders may be trained to take up higher roles within the school. This is also important for the development of the organisation. It can, if used effectively, lead to improvement and positive transformation of the school as teachers and middle managers become more effective in their job, and thus can better the school if promoted (Day, 2015; Harris, 2013). South African self-governed schools, and their extended curricula and extra-curricular programmes might provide the perfect environment for future leaders to experience and play a part in the organisation and construction of an activity. In this way, and as asked of the candidates taking part in this study, they could gain valuable experience that is specific to the particular school that will aid in the person's chance of being promoted.

2.2.5 Increasing Leadership Capacity Internally to Aid Succession: Leadership Pipelines, and the Enhancement of Leadership Development.

Groves (2007, p. 239) outlined a best practices model on the creation of leadership pipelines for future middle managers through combining leadership development and succession planning. Leadership development best practices, according to Groves (2007), include collective work at all levels of management, in which future leaders are trained in order for them to be promoted, and so enhance the succession plan. Leadership development leading to greater leadership capacity of a selected number of future leaders following a succession plan is the basis for this study. Thus, these concepts were important and information was directly asked of participants of the

study with regards to them in an attempt to understand how the path is followed. This was done to try and provide insight into how and why self-governed schools, in this study, are promoting and developing individuals internally for the good of the school. Groves (2007) expounded that vital relationships and mentorship that must take place to aid middle managers' promotion. These relationships and mentorship aid the identification of possible future leaders in middle management. This is done by increasing their visibility within an organisation and by giving future leaders tasks and activities to do that allow them to grow and develop. Self-governed schools of South Africa are seen to groom and train a successor through tasks, gaining experience, and having them more visibly to other staff.

Van Velsor et al. (2010) offered a model on how to enhance leadership development to the benefit of an organisation by increasing leadership capacity. This also provides us with a possible explanation of what and how self-governed South African schools do to develop potential leaders and enter them into a succession pathway internally within the school. Leadership development, according to McCauley and Van Velsor (2004, p. 2), is "the expansion of a person's capacity to be effective in leadership roles or processes, enabling people to work together in productive and meaningful ways". Thus, the leadership capacity of a future leader is increased through people working together to become more productive (Van Velsor et al., 2010), and so are made better through the relationships and mentorship received from colleagues.

The model set out by Van Velsor et al. (2010) includes two parts. The first part is enhancing the developmental experiences and situations that a middle manager may go through to ensure that they learn the most from it to prepare them for future promotion into a higher position. This allows the individual to grow and develop, and increase the leadership development gained by that person. An example of this would be a middle manager doing a task that takes them out of their 'comfort zone' or by 'throwing them in the deep end'. If the task is completed successfully, the experience and knowledge gained from the task would be higher and thus benefit the future manager more. The second part of this model is enhancing the process of leadership development taking place. This is done by bettering the ability to learn of a potential leader through feedback and mentorship, as well as bettering the experiences gained by the potential leaders (Van Velsor et al., 2010). Both of these influence each other,

and together they create the process of leadership development, according to Van Velsor et al. (2010).

The concept of professional development and that of leadership development will be used synonymously in this study (as per chapter 1, point 1.8). For professional development to be most effective, it must include development that is pertinent to the local school context in which it is required. This is because professional development training essentially imparts the important skills required to do a particular job and, thus, it is specific to different individual school contexts (Leithwood & Hallinger, 2012). This is important for this study, as functioning schools must develop leadership and people in the areas where they are required to ensure better functionality and to provide opportunities for internal promotion that aids development in the intended context of the school.

Professional development and leadership development are vital in increasing the leadership capacity of a school and so increasing the sustainability and performance of the school (Courtney et al., 2013; Van Velsor et al., 2010). It is the principal's responsibility to ensure that leadership development takes place, but it is also important that other people are involved in the process to ensure that knowledge is not lost in the event of a principal leaving. The upper echelon or SMT would discuss and plan the leadership development and would take responsibility for it in the event of the principal not being able to. This also assists in a continuation of the culture and type of leadership development taking place.

In the context of this study, leadership development must take place to aid succession by internal potential leaders, with the principal not just planning an exit plan, or grooming a successor "but even more by developing shared staff investment in improvement so that the fortunes of the school do not rest solely on their own heroic shoulders" (Hargreaves et al., 2003, p. 80). The principal should ensure that there is a culture of leadership by ensuring that structures are in place for it to happen. These structures must then be utilised by the SMT of the school to assist in the practice of leadership and professional development that increases leadership capacity (O'Rourke & Burrows, 2013; Van Velsor et al., 2010; Williams, 2011). This also aids internal succession, and the retention of important staff, where potential leaders are aware of the structures in place to continue after a principal has left. Literature provides some broad examples of these structures named above that provides leadership

development and increased leadership capacity. Some of these are examples of workshops and staff development sessions. The literature, however, does not provide many exact examples of the structures named above, and none can be found with regards to the South African context and self-governed schools. Essentially, part of this study is research into what these structures would be and how they are run and developed by the principal and SMT of the school and was included in the data collection from the participants in order to gain more knowledge about the topic.

Preparing a potential leader to be promoted means increasing their leadership capacity to a point where they can be promoted. This is done by the principal and SMT by surrounding themselves with potential future leaders or by creating a talent pool. This will increase leadership capacity as potential leaders in lower and middle management learn from each other and strengthen each other, eventually leading to the identification of future leaders. This point is reinforced by Groves (2007), Hargreaves et al. (2003), and Van Velsor et al. (2010), who explained the importance of mentorship and relationships to gain experience and increase a middle manager's chance of promotion.

This does not mean that a generic type of leadership development is advocated. Leadership development must be pertinent to the school's needs and must have a valid reason and an intended outcome. Identifying talented employees by a school leads to the recognition of teachers who may have the potential to fulfil a particular position or post in the future within the school. Groves (2007) expounded that the identification of talented employees must not lead to an organisation designating or targeting a successor for a particular position. Leadership development should rather develop multiple prospective successors, or a talent pool, for a range of positions within the entire organisation. This means that highly talented potential teachers, at any level or position in the school, can, and should be, considered for a position available at any hierarchical level. This also ensures that the negative effect of designating an heir for a particular position is avoided (Groves, 2007). Certain individuals who seem to perform better in a particular leadership role can then be advanced. This helps teachers to find and develop their strengths and allows the principal to see which of the teachers are capable of school management and leadership roles.

Starkey et al. (2009) explained that as teachers develop leadership, different outcomes may emerge that could lead to better professional and teacher skills so increasing their leadership capacity as a teacher. Starkey et al. (2009) further explain that teachers will gain experience in what their aspirations are, and gain positive skills that will increase their individual leadership capacity. This, in turn, aids the school in finding possible candidates for future leadership in the SMT positions of the school. It may also help potential leaders to realise their capabilities so that they may work towards an internal promotion. It may also aid the retention of these future leaders, in a talent pool, as they are motivated to work towards a goal or promotion (Starkey et al., 2009).

2.2.6 Characteristics Needed to be Identified, and Possess, to Become a Potential Leader in a School

A characteristic of a potential leader is the individual's need to want to develop themselves. Succession planning can only be effective if the individual wants their leadership capacity to increase. Individual drive or ambition is important because, in self-governed schools, superior leadership must come from teachers who want to better themselves and principals who are willing to help them.

A person identified as having the potential to climb the ladder of the management ranks must want to be promoted themselves and be motivated by the school, along with a clear goal communicated to reach a particular position (Courtney et al., 2013). It may occur that someone with leadership potential and the skills to fill a management position may not want to move up into a particular position as they are content in the position they are in currently. Thus, for leadership succession to be viable, the person who is identified must also have an individual drive.

Another issue with regards to the characteristics of a potential leader is the individuals' confidence which may hamper, or assist them, in entering a succession pathway. The "poor confidence of some middle leaders concerning their future ability to secure leadership succession" may hinder their promotion (Rhodes & Brundrett, 2005, p. 17).

A teacher's personal drive to succeed is important for the success of climbing the ladder. Rivas and Jones (2015, p. 3) wrote that "education leaders want to accomplish goals that matter, inspire others to join them in working toward those goals and leave

a lasting legacy". Taylor et al. (2011b, p. 85) also explained that the "extent to which teaching careers offer continued advancement as well as opportunities to contribute to the quality of education is important for the recruitment and retention of highly qualified and motivated professionals".

This individual drive can often be characterised and identified in teachers who are future leaders through their integrity, vision and character. Other factors that help provide evidence of individual drive and the ability for success are: Performance in the workplace; the ability to communicate well with superiors and subordinates; willingness to take responsibility for failure and to share praise; the ability to understand what it is to be a contributor to the organisation, or a receiver of information; and evidence of the ability to evolve easily into becoming a leader who can construct knowledge passed over from others (Rivas & Jones, 2015; Taylor et al., 2011b). O'Rourke and Burrows (2013, p. 1) stated that "leaders need a range of personal characteristics and a degree of role clarity if they are to effectively influence". The participants of this study were asked the characteristics required of a future leader of the school to aid and understand the identification process.

The characteristics of a future leader, that include the want to be promoted, having the confidence to believe in their abilities that warrants promotion, individual drive to succeed, and high communication skills, were seen as an important point to this study. Due to this, I engaged with both middle managers and principals regarding their individual drive to be promoted into the current position they are in, as well the characteristics that they believe the school, and themselves, look for in a future potential leader that would make that candidate a successful leader, and worthy of entering into the succession plan of the school.

An additional point developed through the questions posed to the candidates of the study was the type of leader the identified middle manager is or would be. Hargreaves et al. (2003, p. 13) additionally stated that task-orientated leaders have more difficulty gaining support than 'person orientated' leaders, who are seen to have more concern for, and trust from, fellow staff members. This is true for both a current principal trying to implement a succession plan and for an inspiring leader seeking promotion.

Wiseman and McKeown (2010) introduced the multipliers theory that is important for this study as it outlines the type of characteristics that the principal should have to aid

leadership development and succession. A multiplier principal is the type of leader who believes in empowering and bettering the people in positions below the principalship, such as middle managers, through learning experiences. This introduces an important concept that may help understand the phenomenon being researched. For this study, the multipliers theory will not be used to make the principal seem redundant, as it could imply, but rather to identify some characteristics of a multiplier leader that will aid succession. This theory provides a framework for analysing whether the principal's actions and behaviours serve to enable succession pathways. This is because a multiplier leader seeks to empower the management levels.

A multiplier leader would ensure that succession takes place when leadership development is done in a way where the principal utilises all the available intellect in the school, and so ensures that teachers full capacities are realised (Wiseman & McKeown, 2010). This type of development and the level of leadership capacity gained will be far better learned through the processes set out by a multiplier leader, than those set out by a diminisher leader (Wiseman & McKeown, 2010).

2.2.7 Summary

In summary, leadership succession is important to the workings of a school, the rise of middle managers into higher positions, and continual school improvement (Fink 2004; Fink & Brayman, 2006; Flintham, 2004; Rhodes & Brundrett, 2005, Townsend, 2011). It is also important that these self-governed schools have a sustainable leadership culture practised throughout the school (Groves, 2007; Van Velsor et al., 2010). This must be done through the development of leadership to increase leadership capacity. This leadership development cannot be a single, isolated occurrence or done only when it is deemed necessary (Day, 2015; Groves, 2007; Harris, 2013, Leithwood & Hallinger, 2012; Van Velsor et al., 2010). For a succession plan to be successful, the development of the next generation of leaders, be it middle managers or below, must have continual progress in growing their individual leadership capacities and access to the experience needed for a particular job (Groves, 2007; Van Velsor et al., 2010). Middle managers are said to be in the best position to receive this leadership development, through various methods, including mentorship (Groves, 2007; Macpherson, 2014; Myung et al., (2011); Van Velsor et al., 2010). The benefit of this individual leadership development, to train future leaders, is

the creation of a succession plan that is beneficial for the school, as positions are filled internally. This creates a smooth transition between management positions and ensures that the culture and ethos are maintained within the school by a person who already understands the workings and culture of the school (Groves, 2007). O'Rourke and Burrows (2013, p. 1) stated that "leaders need a range of personal characteristics and a degree of role clarity if they are to effectively influence", explaining that the identification and success of a future leader comes down to their personal characteristics and personalities.

2.3 CONCEPTUAL FRAMEWORK

The phenomenon being researched in this study is how self-governed Section 21 schools create leadership opportunities within the school to aid succession in the South African context. This is not widely researched in South Africa, and succession itself in schools is not well documented internationally (Fink & Brayman, 2006; Flintham, 2004; Rhodes & Brundrett, 2005). Due to this lack of literature, this study cannot be based or referenced on an existing theory or concept. Imenda (2014, p. 189) explained that a conceptual framework is used in research "to explain or predict a given event, or give a broader understanding of the phenomenon of interest". As no readings, theories or concepts were found to link to this study a conceptual framework will follow. The framework of trajectories (Wenger, 1998) will be used to explain the phenomenon of this research.

Internal leadership succession in self-governed Section 21 schools can be explained and understood by utilising the conceptual framework of trajectories (Wenger, 1998). Trajectories will be used as they help understand what self-governed Section 21 schools may be doing to create succession pathways for trained and experience gaining middle managers to climb the ladder of the management ranks within a school. Trajectories will also be used to aid understanding of how these future leaders are perceived by upper management and other staff and so identified over another to be part of a succession plan.

Trajectories can be explained as a path or journey that a person may take from starting at a school as a new post-level entrance teacher, through middle management promotion/s, and ending up as the senior manager or principal of the school. The

trajectory is the way the person is seen in relation to the working environment they are in and then accepted by the community, which is seen in this research as to when a teacher would be accepted for a promotion and be part of a succession plan.

Wenger (1998) introduced five trajectories. Three of these trajectories are relevant to this study in understanding leadership succession, and so will be used as a conceptual framework. These include peripheral, inbound and insider trajectories. The remaining two trajectories, namely boundary and outbound trajectories, are not relevant to this study, and so will not be discussed.

2.3.1 Trajectories Concepts Explained: Trajectory, Identity, Community, and Insider

This section will define the terms trajectory, identity, community, and insider, as important concepts to understand Wenger's (1998) trajectory theory. Hargreaves et al. (2003, p. 30) provided some understanding of these points by writing that "we interact over time with multiple social contexts, our identities form trajectories within and across communities of practice. Identity is constant becoming and constantly through the course of our lives".

The main concepts of trajectory, identity, community, and insider will be defined here.

For the context of this study, the community of practice would be the school in which the potential leader is currently employed. The community would be all the teachers and staff within the school. The school would be seen as the community of practice as its staff through their experience would contribute to the community as they would share common interests, passions, or concerns. In terms of this study, these common interests, passions or concerns would be joined together through the profession of teaching, and the culture of the school.

Identity is the person's perceived character and standing or influence over the community. Wenger (2010) explained identity as a trajectory by saying that it is "our journeying within some communities … incorporates the past and the future into the experience of the present …" (Wenger, 2010, p. 5).

An insider is a person who is fully accepted and supported internally by the community and school. They would be respected and expected to be part of a succession plan

and would be viewed as a future leader by both their superiors and other staff. If, or when, they would be promoted they would already have the full backing and support from other staff members leading to a smooth transition into a management role.

The last term discussed in this section is trajectories as per Wenger (1998). Trajectories can be said to be the point in time where a potential leader is seen to be by the community with regards to their ability and potentiality as a leader. A person's path from a post-level 1 position, to middle manager, to a SMT position, and lastly principal, could have their trajectories plotted on a path as the community accepts them, and their leadership capacity increases, and so they would be ready and accepted to take up promotional positions along their leadership journey.

Hargreaves et al. (2003) linked all the above terms and explained them as:

> *Identity formation is the result of the interplay between one's identification with a community of practice and one's ability to negotiate meaning within that community. The capacity of principals to identify with their schools (and the school's staff to identify with them) … affects the principals' trajectories and therefore their identities in relationship to their schools as 'communities of practice'.* (Hargreaves et al., 2003, pp. 31 – 32)

2.3.2 Trajectories Explained: The Peripheral Trajectory, Inbound Trajectory, and the Insider Trajectory

The trajectories, as per Wenger (1998), that are relevant to this study are the peripheral, inbound, and insider trajectories.

According to Wenger (1998) peripheral trajectory applies to potential leaders who are leaders promoted from an outside perspective of the community or school, or possibly have just begun employment at the school. They are not viewed as insiders as per the term given by Wenger (1998) by the current staff, or as a likely future leader candidate. Hargreaves et al. (2003, pp. 30-31) stated that "a peripheral trajectory is a limited stance for principals who need time to build the relationships to move from peripheral status to that of a genuine insider and a position of real leadership".

In the context of this study, any staff member can be on a periphery trajectory and would be seen as a new staff member to the school or community, or a staff member

who has not been fully integrated into the school and fully accepted by other staff members. They would have been employed into a post level 1, 2, or 3 position (teacher, HoD, or deputy principal), and so carry some credentials, but these credentials will need to be proven and accepted by other members or teachers of the community within the school at all levels. A teacher on the peripheral trajectory would not be viewed as a future leader, or a member of staff climbing the ladder as they would not have the support and backing of the other staff. Their performance at the school would so be under scrutiny until they are accepted onto another trajectory by the staff, and so become an insider and enter the inbound trajectory, where they will be accepted to be considered for a place in the succession run.

Fink (2004) explained that a peripheral trajectory into a higher position of internal succession requires the person to become an insider, or accepted by the community or school, by changing them to an inbound trajectory first, and then to an insider trajectory to be considered for a higher post. Internal succession is made difficult in the change from a periphery trajectory to an inbound trajectory because an internal promotion means that the inbound leader needs to renegotiate their acceptance and role in the school, that is to "learn entry strategies that provide them with an understanding of their new context before they can become an influential part of it" (Fink, 2004, p. 14).

For this study, an example or journey of a teacher on an inbound trajectory would be a new staff member beginning at the school as a post level 1 teacher. They would be new and relatively unknown, and so would begin on a peripheral trajectory. The teacher over time would then be accepted more and more by the community through proving themselves and increasing their social status. Once fully accepted, they would then become an insider of the community, and move onto an inbound trajectory. They may not be accepted for promotion as yet from their current employment post teaching level but could be regarded as a potential leader going forward at the school if they have leadership potential.

An inbound trajectory is based on "what type of experience potential leaders require" (Fink, 2004, p. 14). A person on an inbound trajectory can be seen as accepted into the community, or school, from a peripheral trajectory and so is identified as a possible future leader. Wenger (1998) expounded that a person on an inbound trajectory may join a community or school as a person who possibly may become fully active in the

practice and running of the school. They have the possibility of taking up a higher position within the school in the future and therefore becoming a leader (Fink & Brayman, 2006; Wenger, 1998). The person's acceptance into an inbound trajectory is influenced by the suitability and relevance of their entrance or promotion in the school or community. This influence is seen to be a factor in the success or failure of that person as a potential leader climbing the ladder, or entering an insider trajectory (Fink & Brayman, 2006; Hargreaves et al., 2003).

An example or journey of a staff member on an inbound trajectory in the context of the study is that a new staff member that entered the school on a peripheral trajectory, was accepted by the community through their service and actions, and so became an insider of the community or staff. They so have moved from a peripheral trajectory to an inbound trajectory. As a staff member of the school on an inbound trajectory, they could start to be identified as a possible future leader if they show potential and the correct characteristics. Further positive actions, time, and acceptance from this point will grow their stature from a possible future leader, to an identified future leader where they may be part of a succession plan, and now can climb the ladder to a higher leadership or post level position, and the next ultimate insider trajectory.

A potential leader's trajectory into a higher position, or the principalship, from an inbound trajectory, means the person has developed into an accepted potential leader by the community, and so becomes an insider over a period of time. An ideal pathway for a new staff member to be able to climb the ladder would be for a teacher who enters the school and through time is accepted by the community (staff), then becomes an insider and so will be accepted for promotion if available and the person wants to be promoted and has the skills to be promoted.

An insider trajectory is an ideal example of climbing the ladder and the phenomenon in this research. These potential leaders are said to grow and develop over time as they become fully accepted insiders of the community or school (Fink, 2004; Fink & Brayman, 2006; Hargreaves et al., 2003).

Hargreaves et al. (2003) added that internal succession is a way of combining insider trajectories. Fink (2004, p. 15) favours internal succession from an insider trajectory by saying that "It is from within a community of practice that leaders are at their most effective". This shows that internal development and promotion, or an insider

trajectory, from within a school is the best trajectory for succession as it promotes an insider up the hierarchy of a school as an accepted and supported possible future leader of the community.

In the context of this study, the journey of a teacher on an insider trajectory would be a new staff member entering the school on a peripheral trajectory. Through proving one's self and gaining acceptance, the staff member would then move to an inbound trajectory where they are eventually accepted by the school community and staff, and become a member of the insiders of the school and would show potential for promotion. Once fully accepted, respected, willing, and proven to be an identified future leader, the staff member becomes a well-recognised insider of the community and moves onto an insider trajectory where they will have been accepted for promotion from their current post level and responsibilities. Once being at this level, the staff member will drop to an inbound trajectory as they take up their new position, and will need to build up the school's members trust and respect to be promoted again in the future, and so the cycle starts again leaving out the peripheral trajectory.

Literature by Koliba and Gajda (2009), and Wenger (2010) explained that the community of practice theory, which includes trajectories, has had a positive influence in researching many fields, including education. These three trajectories also aid in conceptualising the phenomenon of the creation of succession pathways for future leaders. Trajectories are appropriate for this study as they offer "a more sophisticated stage theory that provides insight into the transition process from one leader to another for both the leaders involved in the transition as well as the school affected" (Fink & Brayman, 2006, p. 66). In an additional piece of writing, Fink (2004, p. 13) added that a "useful way to examine career stages of leaders is through the concept of 'multiple trajectories' described by Etienne Wenger (1998)".

2.3.3 Trajectories and the Concepts of Climbing the Ladder Through the Creation of Succession pPathways and the Identification of Future Leaders

Different terms and examples were provided in sub-sections 2.3.1 and 2.3.2 regarding trajectories. These terms allude to the creation of leadership by the means of succession pathways where a staff member in a school would move through the three trajectories to the ultimate insider trajectory, and so would be accepted to be promoted

to a higher leadership position. In the literature review, and subsequent sub-sections 2.2.1 to 2.2.6, terms were provided seen as important to this study and its context, and to aid the understanding of the phenomenon being researched. These terms include leadership pipelines (Groves, 2007; Myuang et al., 2011), stepping stoning (Macpherson, 2014) similar to sponsored mobility by Myuang et al. (2011), tapping, also known as contest mobility (Myuang et al., 2011), and growing one's own leaders (Rhodes & Brundrett, 2005). The title of this study also uses the phrase climbing the ladder. All of these phrases imply movement and a change from a current position and capacity, and a journey or systematic map, to being promoted. This study sought to understand this movement and how and why it is accomplished.

The concept of trajectories, as set out by Wenger (1998), provides insight into this movement of people researched in this study as they move closer to a higher management position and beyond. This concept is explained by giving different trajectories to different people within an environment or community. If the person whose current role or position is accepted by the community, that allows them to be moved easily to a higher trajectory, and possibly be identified for promotion into a higher role or position. If the person is not accepted or noticed by the community, they will continue on their current trajectory until they are accepted and noticed by the community to be a candidate worthy of promotion and to be one of the community leaders, or a leader in the highest position. This would then allow them to move up the trajectory. Thus, trajectories help to explain and understand the research phenomenon of climbing the ladder.

This framework suggests that such people need to be encouraged to learn more about the school and develop a good understanding of it. It also suggests that people need to gain experience and be accepted by the institution to be promoted and move into other positions within the school. Thus, as they develop, they can become experienced within a particular institution, and so stand a chance of becoming active in the school and develop to become a potential leader, and eventually a fully-fledged leader in the school.

The amount of time it may take a person to be promoted and move upwards in management levels depends on the person and the context of the school at the time, including the type of trajectory the person is on. This means that if there are no promotions on offer in the school during a certain period of time, there would be no

movement up the management hierarchy. This does not, however, stop a person from being accepted by the community and moving from a periphery trajectory to an inbound trajectory. It just means that they would not be promoted as yet, but would be part of the succession line to be next in line. This is because even though the person may be able to perform in a higher position and be on an insider trajectory, there is no position available for them. In addition, the person's ability and character may suit an early promotion if it becomes available in the school and if the person has the ability to become an insider early in their career.

The literature review in section 2.2 outlined concepts important to this study. To aid the conceptual framework these concepts will be linked to the trajectories theory of Wenger (1998). These concepts included leadership and management; internal leadership succession; self-governed Section 21 schools; future leaders; increasing leadership capacity and leadership development; and characteristics of a potential leader.

First, the concepts of leadership and management, and future leaders. These terms form the basis of the trajectories theory and how it relates to this study. The movement between trajectories and the acceptance as an insider within the school community is only available to people who show higher leadership and management qualities than their peers around them. To be identified as a future leader, and so possibly on an inbound trajectory, a person's management and leadership style and potential will need to be identified and rated highly.

Second, internal leadership succession. In essence, the trajectories theory is a framework for this study as it explains the social hierarchy of how people are accepted in a school to be trusted to take on a higher position within the school. Movement between trajectories is only explained as taking place internally. The movement to an insider trajectory, and subsequent promotion, explains succession as people move up the management ranks to succeed the person in that position, and that the person had some sort of training and grooming internally to be able to do so.

Thirdly, the concepts of self-governed Section 21 schools and characteristics of a potential leader. The theory by Wenger (1998) of trajectories is suited for the South African context to aid the explanation of how and why these schools develop their leaders internally for promotion. The environment created in a self-governed Section

21 school is based on the school's ethos and culture. Thus, for a newly promoted leader to be chosen they would have to be accepted by the other staff members. This acceptance would be seen to be done by the person proving themselves through different tasks and having certain positive characteristics that the staff feel are suited of someone they can work with as their superior. Wenger's trajectories (1998) links this together perfectly and provides a structured and defined explanation for this.

And lastly, the concept of increasing leadership capacity and leadership development. Wenger's (1998) provides a framework for the internal movement of climbing the ladder. The movement is said to happen once a person is accepted by the community and so are seen by the other staff members of the school, at all management and teaching levels, as the best person to take up the position of authority available. This creates a preserved hierarchy within the staff. This idea of a chosen successor is seen in the context of this study to come from the proposed successor having proven himself through the experience they have gained, in the responsibilities they hold, and how they conducted themselves among staff during leadership development sessions, and their higher leadership capacity grown within, and by the school.

2.4 CONCLUSION

This chapter expounded on the literature about the phenomenon being researched, of how self-governed schools create leadership pathways for potential staff to be able to climb the ladder. These middle managers or potential leaders are trained through leadership development, in both formal and informal ways, to gain the experience required for promotion. This creates the opportunity for internal succession, wherein it is seen as better to fill a position from inside the school. This creates a culture of leadership within the school that ensures the sustainable running of the school.

The conceptual framework utilised is Wenger's (1998) leadership trajectory theory. These trajectories have been used as a concept to explain the paths that teachers may follow from their entrance into a school, to being promoted into higher positions.

The next chapter will introduce the research design and methodology of this qualitative phenomenological study, which was conducted in the interpretive paradigm.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY.

3.1 INTRODUCTION

The previous chapter discussed literature that examined leadership succession and the development of aspirant leaders which is favoured in many organisations, including in educational realms. The literature also explained that poor leadership in schools may lead to the poor functionality of those institutions. The previous chapter also introduced the conceptual framework that has underpinned this study, which included those related to different trajectories of leadership (Wenger, 1998) and development of a person in the workplace as they climbed the ladder, and so are relevant to the framework as they have helped explain leadership succession dynamics.

This chapter presents and explains the research design and methodology that have been used in this study. The chapter begins with an explanation of the research paradigm within which this study is located. Secondly, the chapter explains the research design. Thirdly, the research methodology, including sub-sections regarding the sampling, data generation methods, data analysis methods, trustworthiness, and ethical issues of the study, are discussed. The fourth section presents the limitations and delimitations of the study, followed by the fifth section summarising the chapter.

3.2 RESEARCH PARADIGM

This study is located within the interpretivist paradigm. A paradigm seeks to understand the philosophical realm in research as a set of views and assumptions (Wahyuni, 2012). Each paradigm (such as positivism, interpretivist and pragmatism) incorporates certain philosophical assumptions that guide and direct thinking or provide a manner to interpret reality (Denzin & Lincoln, 2003; Nieuwenhuis, 2007).

The ontology of the interpretivist paradigm acknowledges a multiplicity of realities. These realities are created and recreated and exist in the form of views of the participants (Maree, 2007). These views are created as participants' experiences and interact with human and non-human factors. Therefore, in this study, using an

interpretivist paradigm, participants were able to provide views and responses about the phenomenon of leadership succession and the development of leaders.

Epistemologically, the interpretivist paradigm accepts that participants have a body of knowledge that can be shared in the form of data. Hence, the participants were chosen by those who were believed to be rich with the knowledge to report their own significant experiences about the phenomenon of leadership succession.

This approach was suited to the study as the outcome of the research was to gain in-depth knowledge of the creation of succession pathways within self-governed schools.

3.3 RESEARCH DESIGN

A research design refers to the plan to be used to conduct a study, or "an empirical inquiry that investigates a contemporary phenomenon within its real-life context" (Yin, 2003, p. 13). This study used a multiple case study design, as "Qualitative case studies afford researchers opportunities to explore or describe a phenomenon in context" (Baxter & Jack, 2008, p. 544). The multiple case study design also suited the interpretivist paradigm used in this study as the phenomenon being researched was explored through a variety of lenses, including psychological, social, and organisational, and so aids the understanding of different facets of the naturally occurring phenomenon in a bounded system (Baxter & Jack, 2008; McMillan & Schumacher, 2010). The cases of this multiple case study are two self-governed schools, and six individual teachers that include two principals (one from each school) and four middle managers (two from each school).

This study sought to understand the phenomenon in question, and includes three critical sub-questions that asked what, how, and why teachers in self-governed schools have opportunities to develop as good leaders. This form of questioning in research, according to literature, is a characteristic and an important reason for choosing a multiple case study design (Andrade, 2009; Baxter & Jack, 2008; Wahyuni, 2012; Yin, 2003). The multiple case study design was used as it allows the phenomenon to be viewed across many cases and settings, as well as in the conditions that the phenomenon and finding may occur. An interpretive study utilising a multiple case study approach also allows for sufficient data generation from selected cases, to gain greater understanding of the phenomena in question. Yin (2003)

outlined the ideal conditions necessary when considering using a multiple case study design. These include, firstly, asking research questions in the form of how and why; secondly, the behaviours of participants are not manipulated in any way, and thirdly, the context of the study is relevant to the phenomena being researched (Baxter & Jack, 2008; Yin, 2003). Thus, a multiple case study was suited for this study.

A multiple case study was used in this research as it allowed the comparison between the data and opinions of the different participants in their lived experience that aided the understanding of the phenomenon (Baxter & Jack, 2008; McMillan & Schumacher, 2010; Wahyuni, 2012). The participants were selected as they were experienced workers in the relevant context as middle managers and principals at schools.

3.4 RESEARCH METHODOLOGY

Research methodology refers to the approach that is used to identify, sort, choose, process and examine information to be able to critically evaluate that the study's data is valid and reliable. Wahyuni (2012, p. 72) explained that "A methodology refers to a model to conduct research within the context of a particular paradigm. It comprises the underlying sets of beliefs that guide a researcher to choose one set of research methods over another".

The three methodologies are qualitative, quantitative, and mixed method (McMillan & Schumacher, 2010). According to McMillan and Schumacher (2010), qualitative research includes the construction of ideas that present themselves from the experiences of a participant and multiple perspectives from all participants. Qualitative research is effective in exploring the design, understanding and interpretation of behaviours and the process by which this behaviour occurs.

In this study, a qualitative methodology was used because it is subjective, and so the data was gathered and interpreted on the particular phenomenon as explained by the individual participants in the research. The ability of a qualitative study allows the representation of a social reality accurately, the qualitative approach is consistent with a multiple case study and the interpretive paradigm as it shows different points of view and the process of constructing ideas. The quest for this data uses a variety of methods to aid an understanding of the phenomenon, and so it suits the qualitative nature of the study (McMillan & Schumacher, 2010).

3.4.1 Research Sample and Sampling Procedures

This study was conducted in two self-governed secondary schools located in an urban area of Durban, within the Umlazi district. Purposeful sampling was used, using a site selection strategy of choosing two self-governed schools that fit the criteria of the study. Convenience sampling was also used as these schools were at a convenient distance for the researcher to travel to conduct the investigation (Cohen et al., 2013; McMillan & Schumacher, 2010).

The initial sampling of candidates included the principals of both schools, who were utilised in the study as prime participants, in order to offer the most insight into how the creation of leadership opportunities is created in their particular school (McMillan & Schumacher, 2010).

Further sampling of more participants was done through snowballing. Snowballing refers to a sampling strategy where an initial participant (in this study, the principals as prime participants) nominates additional participants that they feel would be best suited for the study's research outcomes (McMillan & Schumacher, 2010). Snowballing took place by asking the principal at each school to nominate two teachers that they felt were best suited for the study due to their knowledge of the topic. Thus, these prime participants were selected utilising a reputational case scenario (McMillan & Schumacher, 2010).

These nominated participants were recommended by the principal in each case as suitable for the study and included two heads of grades, one director of student development, and one director of academics. These additional participants were seen as prime candidates as their positions and portfolios as head of a grade, and directors of aspects of the schools places them in the middle management realm of the school and were named as potential future leaders by the principals. All the participants in their particular positions (two principals and four middle managers identified to be possible future leaders) were chosen for their relevant experience and knowledge to answer the questions pertinent to the phenomenon of the study, and thus to aid the research in its entirety.

3.4.2 Data Generation Instruments

A research method consists of "a set of specific procedures, tools and techniques to gather and analyse data … a method is a practical application of doing research" (Wahyuni, 2012, p. 72). For this study, data generation was achieved through individual face-to-face interviews with all the participants.

The data for the study were generated in the field by the researcher whose role was as a complete outsider throughout the study. The field was the natural setting of the participants. The interviews took place as follows: The two principals in their individual offices, on-site, at their relevant schools. The two grade heads in their own offices on their school site. And the remaining two participants were both interviewed individually, and both in an open and available office in the main administration block of their school. This provided a relaxed environment where the participants felt comfortable to share their knowledge (McMillan & Schumacher, 2010).

For this study, semi-structured interviews were used to "facilitate the interviewees to share their perspectives, stories and experience regarding a particular social phenomenon being observed by the interviewer" (Wahyuni, 2012, p. 73). Thus, a semi-structured interview with an interview schedule was utilised to generate data in this research to ensure that the participants would "pass on their knowledge to the researcher through the conversations held during the interview process" (Wahyuni, 2012, p. 73).

A pre-determined set of questions (interview schedule) was utilised in the interview to ensure that the research covered all aspects required to gain data from the participants (Wahyuni, 2012). These questions were read out verbatim to the participant at the start of the interview, and the semi-structured style of the interview allowed questioning when required, and so allowed better understanding and data generation. The interview schedule was also given to each of the participants more or less an hour before the interviews, to allow time for the participants to recollect any information or stories that may benefit the data generation. That also helped ensure that they understood each question fully to provide relevant answers and as much data as possible.

Using semi-structured interviews utilising an interview schedule of pre-determined questions also allowed the freedom for probing of the interviewees and their answers.

Interviews were used for various reasons, including that it suits the nature of the multiple case study due to it being the foremost method of data generation in a qualitative study (Baxter & Jack, 2008; Wahyuni, 2012). Semi-structured interviews were also used to allow the researcher to ask relevant questions set out and worded beforehand (McMillan & Schumacher, 2010), and to allow the probing and prompting of the participants to ensure that the researcher understood the points being made. This also permitted that the interview was flexible and adaptive and so allowed any new information to emerge that may not have been covered by the interview schedule (McMillan & Schumacher, 2010; Wahyuni, 2012). It also aided the participants' understanding of the questions when more clarification was needed, so the answers given by participants were rich in data. Face-to-face interviews were also important in this study for the following reasons: To keep the participant's answers relevant to the study and to assist in the collection of rich and useful data. To allow time to collect a saturated amount of data relevant to the study without any time constraints. To allow for a follow-up interview if needed with a selected, or all, participants to ensure data saturation.

Two of the participants were interviewed twice (Mr Hun and Mr Fisher) for the reason of clarification and justification of some of the data collected. On completing the data generation, a participant review took place informally with these two participants to further question some of the answers they gave in their original interview. This informal conversation clarified certain points and aided future data generation aspects of the study (McMillan & Schumacher, 2010).

Due to the unlimited time for each interview and the need for the participants to feel comfortable, some light snacks and cool drinks were available to all participants. The interview times were as follows: Mr Man 1 hour, 1 minute, and 2 seconds. Mr Cane 1 hour, 2 minutes, and 39 seconds. Mr Lead 41 minutes and 24 seconds. Mr Hun 43 minutes and 19 seconds. Mr Locks 56 minutes and 36 seconds. And Mr Fisher 41 minutes and 10 seconds.

The data were recorded using a cell phone recording application (AndRecord: Free version). This was vital to the research so the interviews could be transcribed verbatim at a later stage. This ensured that the answers provided from the interviews were available to be analysed and read to produce data (McMillan & Schumacher, 2010). Once the interviews were recorded they were transcribed verbatim upon being granted

permission by the participants. These transcripts were given back to the participants to check, and they were asked if they would like to add, delete, or change anything they had said. This allowed another phase in gaining data for the research (McMillan & Schumacher, 2010).

3.4.3 Data Analysis Method

After the transcription of the interviews was complete, an abundance of data was required to be sifted through to make sense of it, and allow the data itself to reveal important issues relevant to the study. This was the analysis of data for this study, or the "interplay between researchers and data", as analysis is defined by Strauss and Corbin (1990, p. 13).

For the analysis of data in this research the inductive analysis approach was used that allowed for systematically and comparatively emergence of data in the form of analytical categories that are based on emergent logic (Charmaz, 2008; Pope et al., 2000; Strauss & Corbin, 1990). This approach was chosen as little literature was found on the topic being researched, and so this study and the subsequent data generation and analysis did not begin with any preconceived ideas or theories, and the conclusions reached after the data analysis were allowed to emerge from the data, so as to depict the reality explained by the participants (Strauss & Corbin, 1990). A multiple case study also suited the qualitative and interpretivist views of the study.

The process that was followed in the data analysis of this study included reading, and rereading the transcripts from the interviews. From this, a thematic analysis of the data was done inductively, to help find any themes and patterns between all the participants that emerged from the data in each transcript. Data from the transcripts were then compared using the constant comparison method to develop analytical categories. Each category then presented a wealth of data that could be refined and further analysed, to allow certain conclusions to arise (Charmaz, 2008; Cohen et al., 2013; Fereday & Muir-Cochrane, 2008; McMillan & Schumacher, 2010; Pope et al., 2000; Wahyuni, 2012).

The reason for using a thematic analysis of the data was because theories were created out of the data generated, and it suited the multiple case study approach of

this study examining people's feelings and perceptions of their individual lived experiences.

The inductive analysis aided the study as the transcripts of each participant were compared and thoroughly analysed to find any categories and patterns in the responses given to each question. This included any relationship in the data across all the interviews that were relevant to the phenomenon being studied.

An editing analysis style was then used to categorise meanings and to group ideas on the topic to achieve crystallization of the research (McMillan & Schumacher, 2010). From this data analysis, participants' reviews were needed with two participants, to clarify and increase the data generated. This took place in an informal setting and took the form of a casual conversation.

3.4.4 Trustworthiness

The trustworthiness of research is vital to ensure the quality of the study is acceptable and to provide data that are true for future studies. Ritchie et al. (2013) and Wahyuni (2012) explained that trustworthiness is the most important aspect of a qualitative study because it seeks to ensure the credibility of its interpretations. In qualitative research, credibility and transferability have been favoured as the concepts that most closely relate to the term validity, and dependability and confirmability relate to the term reliability.

For this study, the terms credibility, transferability, dependability, and confirmability will be used to explain research trustworthiness (Wahyuni, 2012). This is because the first two points of credibility and transferability are seen as key aspects of validity, with validity being an important part of the trustworthiness of a study (Cohen et al., 2013; Wahyuni, 2012). The next two points of confirmability and dependability are seen as key aspects and synonymous with reliability, with reliability also being an important part of the trustworthiness of a study (Cohen et al., 2013; McMillan & Schumacher, 2010; Ritchie et al., 2013; Wahyuni, 2012). Thus, trustworthiness comes about from a studies validity and reliability. For the study to have validity, it needs credibility and transferability; and for it to have reliability, it needs confirmability and dependability.

Credibility is "the accuracy of data to reflect the observed social phenomena" (Wahyuni, 2012, p. 77). Credibility parallels internal validity, which is understood to be

the similarities between the data generated or findings of the phenomenon in the study compared to what it is in reality, or to the explained phenomenon (Cohen et al., 2013; McMillan & Schumacher, 2010; Ritchie et al., 2013). Thus, the credibility of a study is concerned with the question of whether the study accurately reflects the phenomenon in the research and measures what is intended to be measured (Ritchie et al., 2013; Wahyuni, 2012).

Transferability refers to "the level of applicability into other settings or situations" (Wahyuni, 2012, p. 77). Transferability parallels external validity, which is said to be how much the findings of the study can be applied to the general population (Cohen et al., 2013; McMillan & Schumacher, 2010; Ritchie et al., 2013).

All of these concepts require an answer to the question, does it "accurately reflect the phenomena under study as perceived by the study population" (Ritchie et al., 2013, p. 274).

Dependability corresponds with reliability and encourages the replicability and repeatability of a study (Cohen et al., 2013; McMillan & Schumacher, 2010; Ritchie et al., 2013; Wahyuni, 2012). Dependability thus concerns itself with taking into account any changes within the research setting and how these may have affected the conducting of the research. This can be achieved and enhanced by "a detailed explanation of the research design and process to enable future researchers to follow a similar research framework" (Wahyuni, 2012, p. 77).

Confirmability enhances dependability in that it is the extent to which future researchers can confirm or replicate the findings of the research. This is important as a positive confirmability of a study means that the research is done in a way that ensures "that the results reflect the understandings and experiences from observed participants, rather than the researcher's own preferences" (Wahyuni, 2012, p. 77).

3.4.4.1 Credibility and transferability (Validity)

The credibility and transferability of this study were enhanced by utilising various strategies through the data generation period. These strategies included recording the data mechanically on a recording device to ensure accuracy and verbatim transcriptions were available for analysis and to be available to future researchers.

All participants had the opportunity to read their transcribed interviews to verify whether they represented their true experiences as they expressed them (participant's

reviews). All participants, during the interview process, were asked constantly to reiterate points to check for accuracy of what they have said and to clarify and provide better understanding (member checking).

3.4.4.2 Dependability and confirmability (reliability)

In this research, it was vital to ensure that the data generated and interpreted used methods that could be replicated and reoccurred in another similar setting. To achieve the possibility of replication in this study, the strategies utilised in this study, according to Cohen et al. (2013), McMillan and Schumacher (2010) and Ritchie et al. (2013), include the following:

All procedures and methods of the research, including all data produced, were outlined systematically and documented in this research to allow the conclusion of this study. This strategy is understood to speak of the reflexivity of a study. refers "to the researcher's rigorous self-scrutiny throughout the entire qualitative research process" (McMillan & Schumacher, 2010, p. 490). It is felt that no bias was shown throughout the study, and the possibility of bias was a continual reminder to scrutinise all the work done to ensure no biases were found. There was no bias in the sample collection, the site selection of the schools or candidates as purposeful sampling was used. This was shown by:

1) Schools were selected out of convenience.

2) The principals of each school were used in the data generated as concept cases (selected because of being information-rich people who experience the phenomenon in question (McMillan & Schumacher, 2010)). This meant that they would provide the most authentic data.

3) The remaining candidates were nominated by the principals as prime candidates for the study from each school through snowballing (prior participants, the principals in this study, nominated further participants appropriate for the study (McMillan & Schumacher, 2010)).

4) The remaining participants, seen as prime participants, were used for the study as reputational cases that increased the dependability of this study. Reputational cases are participants that are recommended by knowledgeable experts to provide the best possible data, as in this study, where the principals

nominated aditional participants to be interviewed (McMillan & Schumacher, 2010).

This shows that the reliability of the study was enhanced through a concerted effort of not being biased (delimitations of the study) and sampling decisions (limitations) being made by the study area, and participant's selection being through an organised arrangement.

The fieldwork was consistent through the two schools in this study, and through using a similar set-up for all the semi-structured interviews, where a positive relationship was established with all participants. All participants also used the same interview schedule adapted for their particular management position.

The analysis of the data increased the reliability of this study as the data themes were found and confirmed by all the participants. The interpretation of the evidence was consistent with evidence shown from the data, drawing on literature on the topic, as discussed in chapter two of this study.

The social context of the schools aided the reliability of the study as the phenomenon occurs only in schools, and this study took place in two schools. The thematic approach was used to show that the theories developed from the data were generated in this study only. An inductive analysis allowed for themes and patterns to emerge from the data that helped finalise the data. Two informal participant reviews were also used to clarify the reliability of the participant's interviews, and member checking took place to ensure what was transcribed was true (Cohen et al., 2013; McMillan & Schumacher, 2010; Ritchie et al., 2013).

Probing and prompting were used in the semi-structured interview. It included open-ended questions to help fully understand the phenomenon or experience being explained. This increased the rigour of this study as it created an authentic generation of data, and increased the understanding of the participants' experiences gathered in the interview (Seale & Silverman, 1997, p. 380). The interviews were recorded using a high-quality cellphone application and were transcribed verbatim which also enhanced the rigour of the study.

3.4.5 Ethical Issues

One of the main ethical issues of research is to achieve the assurance that no harm will come to anybody involved in a study, whether physically or mentally. It is the researcher's responsibility to ensure that all participants are informed of any ethical issues or vulnerabilities they may incur if they agreed to partake in the study. This requires various gatekeepers to allow entrance into the research sites.

The participants in the study were principals of schools and teachers. Informed written consent was obtained from each participant. This was to ensure that the participants understood all aspects of the study and what they were committed to. The consent form included assurances of anonymity and confidentiality indefinitely. The research findings were reported using pseudonyms in place of proper names. The schools were named School Green and School Blue, referred to through pseudonyms, and each participant was given a pseudonym so as not to give their true name and identification away (McMillan & Schumacher, 2010).

Ethical clearance was requested and obtained from the University of KwaZulu-Natal's (UKZN) ethical clearance section. Permission by the KwaZulu-Natal Education Department to conduct the study in two of their schools was also given. Consent was also granted from the principals of the two schools to conduct research in their schools.

The research data will be kept in a locked and secure cupboard for five (5) years. After this time, all documents will be shredded and disposed of and in addition, all electronic recordings and data will be deleted.

3.5 DELIMITATIONS AND LIMITATIONS OF THE STUDY

Access to one of the schools was hampered by the school currently being in a transition of leadership and succession. Due to the high profile this school carries, the principal was worried that the information may be used for reasons other than research purposes. After a few months of communicating back and forth, it was decided to leave this school from this study and seek permission to research at another school. At that point, the principal eventually agreed, and another school was not required. Unfortunately, the time wasted in gaining entry to the school lost valuable time generating data.

A disadvantage of this study was that these participants were so busy in their day-to-day running of the school that they could not find enough time to be interviewed. One of the participants also took weeks to respond to numerous requests to be interviewed, and eventually only responded after one of the other participants asked him to. This impacted the data generation process and delayed the subsequent findings as the study was put on hold until the participant eventually responded and an interview time was arranged.

Limitations also include that the schools used in this study were traditional all-boys schools, and so the data presented could be limited to these types of schools and not all self-governed schools. This implies that the replication of the study in all self-governed schools may be difficult. Secondly, a temporal limitation of the different timeframe on which each participant could draw knowledge may exist. This implies that the information provided for the study may come from different time frames of the schools due to their differing experiences and roles and the time employed at that particular school differed. This is shown by the years worked at each school of each participant: Mr Lead – principal of School Blue (37 years); Mr Man – School Blue (12 years); Mr Cane – School Blue (+/- 10 years); Mr Locks – principal of School Green (22 years); Mr Fisher – School Green (10 years); and Mr Hun – School Green (15 years).

3.6 SUMMARY

This chapter outlined the use of the interpretive paradigm in this qualitative study, which seeks to understand the phenomenon in self-governed schools where succession is accomplished through leadership pipelines that are created internally through the leadership development of their teachers.

Semi-structured interviews, utilising a pre-determined interview schedule, took place in the field of research at the schools. Principals were interviewed as concept cases because they had the most knowledge on the occurring phenomenon. Key informants were identified by the principals as reputational cases using the snowball method to identify which teachers could provide the best data.

The recorded interviews were analysed inductively using a thematic approach on their verbatim transcripts to add information to the topic, which is not well documented in

literature. This research can be said to be ethically sound as all gate-keeper requirements were met, and the research design and methodology aided the study's credibility and transferability (validity), and its dependability and confirmability (reliability), which are seen as the most important aspects of a qualitative study's success (Ritchie et al., 2013). The limitations of the study mainly include a temporal limitation of the different timeframe on which each participant could draw knowledge from may exist.

The next chapter will present the data found in the field by using the methodology and research design described in this chapter to show how self-governed schools aid internal succession through the development of their teachers' leadership capacity.

CHAPTER FOUR: PRESENTATION AND DISCUSSION OF DATA

4.1 INTRODUCTION

The previous chapter presented the research design and methodology for this qualitative study, as seen through an interpretivist lens. This chapter focuses on the data generated through the use of an interview schedule of pre-determined questions to conduct semi-structured interviews. Three participants each from two self-governed schools, totalling six interviewees were used. The six participants were made up of the principals from each school, and then two middle managers from each school. The interviews were then transcribed, coded, and categorised in order to finalise the themes.

In the presentation that follows, first, the profiling of the participants and schools are provided, followed by the findings on what the two participating self-governed schools do to create leadership opportunities is presented. The findings will be presented under two headings, namely, 'There Is Leadership Development in the Schools', and 'There Is an Internal Succession Plan in the Schools'. Finally, emerging issues of the study are presented.

The findings of the study are presented under two headings. Each heading has been organised around the themes that emerged from the data, and each theme provides a response to the research question numbered themes one to eight. As evidence for each theme, there are verbatim quotations from the participants, followed by their pseudonym school name in brackets, which support those findings and references to the relevant literature, where possible.

A breakdown of the chapter's presentation and discussion of data is as follows for easier understanding:

There is Leadership Development in the Schools.

Theme 1:   Leadership development takes place.

Theme 2:   There is an internal succession plan.

Theme 3:   Identification of future leaders from leadership development.

Theme 4:   Commitment, initiative and ambition are key factors in the identification of potential leaders.

Theme 5:   Exposure to additional tasks is empowering.

Theme 6:   Turnover drives the demand for new leadership.

<u>What characteristics of self-governed schools drives leadership development?</u>

Theme 7:   Self-governed schools have a ladder culture.

Theme 8:   Self-governed schools have specific characteristics as Section 21 institutions.

At the end of this chapter, a short piece labelled Emerging Issues will be provided that gives a basic summary of the findings provided in this chapter.

4.2 PROFILING OF THE PARTICIPANTS AND SCHOOLS

The two schools used in this study were very similar. School Green is located in a suburb just outside the central business district of Durban, in KwaZulu-Natal, South Africa. School Blue is located in a suburb approximately 11km outside of the Durban central business district. Both schools are set in middle-class suburbs and are used primarily by localised residents, but also many people from other areas around the country, as both provide boarding facilities at the schools.

Both schools have a mixture of races attending and working at the schools (coloured, black, white, Indian and Asian), but white learners and teachers make up the majority. Both schools offer a full academic programme where their pass rates have fluctuated between 95% and 100% in the past five years. The schools also offer an extensive extra-mural programme where many sporting, outreach and cultural activities are offered. A summary table profiling and comparing each school is provided at the end of this section.

4.2.1 Profiling of the Schools

SCHOOL BLUE

School Blue has a rich history spanning over 50 years as an all-boys school. The school's vision includes that every pupil is seen as complex and talented. The school strives to recognise the special needs and potential of each individual, which enables

the learners to develop their unique abilities. Modern-day issues are addressed in the school's vision such as practising self-discipline, ethics and values. A parent sending their child to School Blue is said to give the learner an academic grounding and the opportunity to partake in a sport. Teachers are referred to as mentors, and the learner's mission is to contribute to the betterment of the school and society.

SCHOOL GREEN

School Green is over a hundred years old. The academic programme is said to be wide and extensive and caters for the needs of all learners. The school offers the National Senior Certificate of South Africa and the international Cambridge curriculum and caters for a variety of sporting and cultural activities. The vision of the school is to educate learners for life in a changing society and create innovation, holism and excellence. The school boasts many achievements on the academic and sporting fronts including past pupils receiving various top scholarships to tertiary institutions. The holistic educational approach of School Green, according to the school's website, strives to practise concern for all boys, with a balance between academics and sport that strives for excellence and pride in social, moral, emotional and spiritual facets.

Both schools have various management levels in their hierarchy as explained in the data generated in the interviews. This is seen as important to this research of the phenomenon as the schools develop leadership at various levels. The names of the management positions vary in each school. For example, School Blue names various directors of the school, which include heads of departments (HODs). An example of this at School Green is the title housemaster as a management position and level. It is clear from the above that these schools are complex, and need many different people in charge of many different areas to ensure the smooth running of the school.

Table 1: Characteristics summary of school blue and green

	SCHOOL GREEN	SCHOOL BLUE
NATURE OF SCHOOL	Self-governed. Traditional boys' secondary school. Grades 8 – 12.	Self-governed. Traditional boys' secondary school. Grades 8 – 12.
No. of ACADEMIC STAFF	50	80
No. of TEACHERS IN TRAINING / INTERNS	16	8
No. of LEARNERS	+/- 1 100	+/- 900
No. of DEPUTIES	2 senior deputies 2 normal deputies	3 normal deputies
No. of HODs	5	(not available)
No. of DIRECTOR ROLES	8	8
No. of GRADE HEADS	5 grade heads 5 assistant grade heads	5 grade heads 5 assistant grade heads
ADDITIONAL MIDDLE MANAGEMENT ROLES	5 heads of house Discipline officer Director of sports Various master in charge of sports	5 heads of pastoral care 5 academic heads Discipline officer Director of sport Head of discipline Executive sports officer 3 master in charge of major sports
No. of SPORTS LEARNERSHIP / INTERN STAFF	5	8
No. of ADMIN STAFF	17	17
LOCATION	Durban, KZN, South Africa	Durban, KZN, South Africa
TYPE OF AREA	Urban Suburb	Urban Suburb
SOCIO-ECONOMICS OF THE AREA	Middle-Class	Middle-Class
SOCIO-CULTURAL MAKE-UP OF THE SCHOOL	Mixed races	Mixed races
MATRIC PASS RATES (2011 – 2016)	95% - 100%	95% - 100%
TYPE OF SCHOOL	State Section 21 (Self-governed)	State Section 21 (Self-governed)

4.2.2 Profiling of the Participants

In this study, the principals are in charge of these individual very complex and busy schools. From the two principals' interviews, I observed and surmised that both have a passion for education, and an emphasis on people, that motivates them in their positions.

All six participants were seen as beneficial to the study. This is because the principals were assumed to be the best candidates in the environment of study to provide data for the research as they were assumed to have more knowledge and opinions on the research topic. From this assumption, the nomination, or snowballing, of an additional four participants (two from each school) by the principals aided in gathering prime participants in middle management positions of the schools that aided the generation of rich data.

A brief description of each participant is as follows:

<u>School Green Participants</u>

Mr Locks – Principal of school Green:

Mr Locks is a principal who, during his interview, had a clear idea of what he thought a school required to perform well with regards to leadership. He had been recently appointed as the acting principal of the school. From the initial research interview with him, it seemed as if, from his previous positions held and knowledge gained, that he understands the job of a principal well. He regards the relationships between staff and the empowerment of staff as important. He has been employed at the school for over 20 years that has aided him in becoming an experienced leader in education. He still has over 20 years before retirement. Mr Locks began at the school as a teacher and is formally qualified as he holds an honours degree in educational management.

Mr Fisher – Form Head, school Green:

From Mr Fisher's interviews, he was profiled as a male in his mid-thirties and has gained experience in many aspects of the school through roles held in both the academic and sporting realm of the school. His current role is that of Form Head at the school. Mr Fisher stated that he attends School Green's SMT meetings, and his demeanour through his interview implied that he likes to 'tell it how it is' with his direct answering of questions. He currently has over 10 years' experience at School Green,

even though he is only recently a qualified teacher with a Bachelor of Education degree. Mr Fisher explained this in his interview as he joined School Green on the school's Teacher in Training Programme. The Teacher in Training Programme is a development programme run by the school where aspiring teachers (and often past pupils of School Green, as Mr Fisher is) are invited to study a teaching degree through correspondence, whilst working and gaining experience as a teacher at the school.

Mr Hun – Form Head, school Green:

Mr Hun, in his late-thirties, has been at his school for over 15 years, where he has been involved in many facets of the school. He is a Form Head, as well as a master in charge of a sport. He explained that he is fully involved, both academically and extramurally, and attends the SMT meetings of School Green. Mr Hun is a qualified teacher with a Bachelor of Education degree and is also currently studying for a psychology degree. Mr Hun and Mr Fisher, both of School Green, have a similar history of employment. Mr Hun (also a past pupil of School Green) obtained his qualification (Bachelor of Education degree) through School Green's Teacher in Training Programme, a developmental programme run by the school where aspiring teachers study a degree through correspondence, whilst working at the school.

School Blue Participants

Mr Lead – Principal of school Blue:

Mr Lead has many years of experience, and stated in his interview that he is over 60 years old, and so will be retiring within the next few years. Through his interview, it was apparent that he believes in the life coaching of the individual to better themselves in all areas of their lives, and believes in the personal development of people at all levels. This ideology stemmed from him attending an Executive Coaching Course (life coaching) that he referred to in his interview. During the generation of data with Mr Lead, he explained that he attended School Blue as a learner in the late 1960's, as so is a past pupil of the school. He further explained that after having successfully studied for an M.Com, Dip.Acc, and HDE (Higher Diploma of Education), he accepted a teaching post at School Blue in the 1980s. He became a HOD in the late 1980s, a deputy headmaster in the early 1990s, and became principal in the late 1990s, where he stated he will continue to his retirement. This means that Mr Lead has only worked at one school, and it is the school he attended as a learner.

Mr Man – Director of Student Affairs, school Blue:

Mr Man started at School Blue in the sports department as his first job in education. Within 2 years he was promoted to the management of the school, according to his profiling in his interview. He has been at School Blue for more than 10 years. Throughout his interview, he implied that he has a very unselfish approach to his work, where he believes in the betterment of the staff and learners. Mr Man is middle-aged and stated in his interview that he is not interested in titles and where in the hierarchy he can be promoted. He believes in the best man for the job and the collective good of the school. Mr Man has a Bachelor of Education Degree obtained while working at School Blue.

Mr Cane – Director of Academics, school Blue:

Mr Cane is a middle-aged man, who has a Bachelor of Education Degree. He stated in his interview that he had previous experience in education at another school, but he started his career at School Blue with no aspirations to be a member of any management section of the school. He also explained that his frustration with one element of the school, and his subsequent solution to the problem, aided him to be identified by the SMT, and they informed him that they would like him to consider a higher position. He then was offered his current position as the Director of Academics. He has been at School Blue for over 10 years.

4.3 THERE IS LEADERSHIP DEVELOPMENT IN THE SCHOOLS

When the participants were asked questions pertaining to ways that self-governed schools in South Africa create opportunities for teachers to develop as leaders, the common agreement was that leadership development takes place within the schools. This leadership development utilises development programmes to create leadership opportunities, identify leadership, and empower staff, in order to develop leadership within their schools. This first heading of the data generated will be written using six themes below, namely; theme 1: Leadership development takes place. Theme 2: There is an internal succession plan. Theme 3: Identification of future leaders from leadership development. Theme 4: Commitment, Initiative and Ambition are key factors in the Identification of Potential Leaders. Theme 5: Exposure to additional tasks is empowering. And theme 6: Turnover drives the demand for new leadership.

4.3.1 Theme 1: Leadership development takes place

All participants (six) were asked in their interviews for any examples of leadership development programmes (formal or informal) taking place in their schools. All the participants responded to this question that developmental programmes take place at both schools in various forms. The responses only varied when more in-depth examples of the development programmes were given. These programmes included formal internal staff development sessions (Mr Fisher [Green], Mr Lead [Blue], Mr Hun (Green), Mr Cane (Blue), and courses and workshops (all participants).

Mr Fisher (Green) explained the general leadership development programmes offered:

> *The more general classroom management would be with the entire school. More specific topics like discipline, you would get the form heads sent on those courses. They do offer specific courses for your area of expertise.*

Mr Lead clarified how he organises leadership development in his school:

> *I would probably have about two major sessions a term, maybe eight during the year, and if I get a sense that we are battling with a particular group in the school who've got difficult pupils, we would do a brainstorming session on that topic.*

Mr Hun (Green) explained that leadership development takes place formally, and informally:

> *There's obviously formal training and courses that you attend but when it comes to the position that I am holding at the moment as form head, it's been more informal. It's been learning from others, it's been how they have dealt with situations, what's worked, what style of leadership I have that has influenced others in a positive way.*

Mr Locks (Green) explained leadership development, and how he has done it in the past as a deputy principal when training up form heads. Form head' are a position of middle management in the school that are in charge of a particular form, or grade.

He explained:

> *It was more about relationships and sharing knowledge and chatting about things. I worked more on having relationships with the Form Heads and knowing them and them knowing me, so they were comfortable asking for*

advice and you could give advice based on your experiences and that is the best way to learn. If you have someone who has been good in those areas and were known to be good in those areas, then you ask them questions and you find out things and you learn more that way than you would from any handbook because experience on site is far more valuable.

Mr Cane (Blue) explicated how leadership development takes place:

It's not necessarily a guided path where they take you from A and you finish at Z. It's more a mentoring role through our senior management with our Headmaster and Deputy Head. They give you the confidence to be able to count on yourself to be able to fulfil that type of role. It's more a mentoring role than a formal training role.

In addition to the above responses where all participants (six) were questioned on leadership development programmes (formal or informal) taking place in their schools, all participants raised a developmental programme dealing with student-teacher internships. This internship programme is the same in both schools but is run under a different name. School Green calls this leadership development programme a Teachers in Training Programme and School Blue calls it a Learnership Programme. All six participants provided this example and explained how the programme at each school aids the development of future leaders. This programme is run internally and takes place by identifying potential school leavers of the school and encouraging them to become employed at the school where they will work and teach, whilst they are studying to be a qualified teacher through correspondence. Both programmes run as internship programmes for student teachers.

Both Mr Hun (Green), Mr Fisher (Green), and Mr Man (Blue) Have qualified as a teacher through the relevant school's internship programme, with Mr Hun (Green) and Mr Fisher (Green) having attended school Green.

All participants (six) were probed further to find out more information with regards to the importance of leadership development within their schools.

Mr Lead (Blue) expounded that the development of leadership is essential to any organisation:

It is essential. It basically just raises the level of competence because they are thinking on a different level, they are raising the bar and it just becomes a culture.

Mr Man (Blue) said:

I do feel it's critical. I truly believe that every coach, every teacher is a leader and the definition for me of a leader is getting people to shift direction and to do that they have to follow. If you are not able to lead you can't influence. Leadership is essentially influence. For me, it's absolutely critical in schools. It is probably the area that is most neglected in every school.

Mr Cane (Blue) postulated that the increase in leadership development naturally leads to the increase of leadership capacity of individuals and the school:

Always improving, that's the idea. Keep on improving but at the same time because when an institution grows, it's not the institution that grows, it's the people in the institution that grows, and what happens then is that you actually get people to see themselves differently.

Mr Fisher (Green) explained:

Each person strives to be better than what they are. So without developing your teachers and giving them something exciting to a future higher position, you're going to have no self-motivation within those teachers, so developing them in future leadership roles is vital for motivation of those teachers. Obviously, effective running of the school, if you don't have teachers that are motivated your school is not going to run, so the leadership of those teachers is essential. Again, through staff development that's how they increase the leadership capacity internally with regards to teachers.

The points above are all referred to in literature with regards to leadership development in the form of leadership development programmes in both schools being evident (see chapter 2, section 2.2.4); and utilising development programmes to create leadership opportunities (see chapter 2, section 2.2.5), are shown.

One definition of leadership development is that it is an increase in a person's personal capacity to become a better leader by being more effective in leadership roles and processes (Van Velsor et al., 2010). Leadership development is evident in both

schools. It is important because internationally the increase in leadership competencies within a school is said to be vital to the effective processes and running of the school as it is dependent on quality leadership and management (Bush, 2007; Bush, 2008; Courtney et al., 2013; Leithwood & Hallinger, 2012; Lombard, 2007; Mampane, 2015; Maringe et al., 2015; Matseke, 1998; Mestry & Singh, 2007; Naicker et al., 2013).

Leithwood and Hallinger (2012) stated that professional development training imparts the important skills required to do a particular job. The leadership development in both schools is being both formal and informally run. Internationally, most schools have some sort of leadership development that takes the form of being both formal and informal (Townsend, 2011). The development of lower and middle management can be seen as formal and informal (Groves, 2007; Taylor et al., 2011b). A characteristic of leadership development in these schools is that potential leaders are taught and leadership capacity is increased through the relationship they have with a superior.

Groves (2007) outlined informal training as relationships and mentoring, as did the participants in this study. The author also stated that informal training and development of future leaders is seen as more beneficial than formal training. Literature shows the importance of mentorship and relationships in developing a future leader (Groves, 2007; Hargreaves et al., 2003; Van Velsor et al., 2010). Relationships that informally enable leadership development are frequently referred to by these participants.

According to Grove (2007), courses for groups of potential and future leaders are seen as a way of incorporating leadership development with a succession plan. They aid the succession and leadership development process by assigning action-orientated activities, such as internal workshops, courses and learning projects, that help potential leaders gain valuable experience, increase their visibility to other teachers and so enhance their leadership competencies.

Developing the leadership potential of a person may also aid them to be able to have more influence in the school, and have other staff respect the particular person. As a link to the conceptual framework of this study (see chapter 2, point 2.3), developing a person's leadership may aid them to move from an outside or periphery trajectory to an inside trajectory, and become an accepted insider, as per Wenger (1998)

framework of trajectories. Fink (2004, p. 14) stated that, to negotiate acceptance, the person must, "learn entry strategies that provide them with an understanding of their new context before they can become an influential part of it", and continued by saying that to be accepted to an inbound trajectory will be based on, "what type of experience potential leaders require" (Fink, 2004, p. 14).

4.3.2 Theme 2: Identification of future leaders from leadership development.

Along with the questioning regarding leadership development posed to all participants, questions were also asked of the participants whether the identification of future leaders within the school takes place if these future leaders received leadership development, and if this identification is to aid the staff member gain experience and training in order for the school to utilise them to fulfil a management role in the future. The responses were positive, and included Mr Hun (Green), who explained:

> *I think a lot of it happens informally. In formal settings, we tend to discuss day to day administrative things. It's not something that we sit in a formal meeting and identify future leaders. It's more informally when we discuss events that have occurred.*

Mr Cane (Blue) explained from a personal point of view:

> *There is obviously something that they have seen in what I am doing in my current roles, or in my roles that I have played in the past….*

Of the six participants, four (Mr Locks (Green), Mr Hun (Green), Mr Fisher (Green), and Mr Cane (Blue)) stated further that the identification of future leaders leads to the creation of more opportunities for leadership development in the school. This creates a continual process of identification of potential leaders.

Mr Locks (Green) made this process clear:

> *In terms of identifying people, you can because in the classroom or school system every teacher has a form of responsibility. They have an area of responsibility so there is no single teacher who doesn't have some form of responsibility, so you can then judge from that if they are being effective in that area. Any good leader, irrespective of how difficult the environment is or how good it is, will always come through and you will be able to identify them….*

Mr Hun (Green) said:

> *There are always discussions around the positive aspects, the things we have seen, the way people handle themselves in difficult circumstances, and that's discussed on a continual basis.*

Mr Fisher (Green) explained the identification and path another staff member had taken:

> *Like I said, they obviously identified that he was a strong character, put him into various roles maybe as a test, not necessarily extremely challenging roles, but slowly but surely put him into more difficult roles and he exceeding in those roles being identified now as a possibly Form Head for 2017.*

Identifying leadership (see chapter 2, section 2.2.4), and empowering staff (see chapter 2, section 2.2.4 and 2.2.6) are referred to in literature. With regards to the identification of potential leaders, the data from all six participants align with the literature. According to Groves (2007), talent identification utilises two methods: first, that through leadership development talented individuals are identified and grown within the organisation; and secondly, that people in formal management positions must identify talented employees internally for promotion. This identification of potential leaders is vital in the succession process because "All the care in the world that is given to the succession planning process will yield few benefits unless there is a deep pool of leadership talent" (Hargreaves et al., 2003, p. 85). The conceptual framework of this study (Chapter 2, point 2.3) regarding trajectories by Wenger (1998), explains that the identity of oneself is, "it reflects our journeying within some communities" (Wenger, 2010, p. 5) and so when an individual is identified as a potential leader, their identity, "provides directions, aspirations, and projected images of oneself that guide the shaping of the trajectory going forward" (Wenger, 2010, p. 5).

Groves (2007) further explained that an added benefit of leadership development is that it increases the chance of promotion by identifying talented future leaders by upskilling teachers to make them more viable for promotion. How this promotion takes place, according to Courtney et al. (2013), is through training in specific knowledge and learning opportunities based on career advancement. This point was confirmed in the data, where identified leaders were given increased responsibilities in different leadership roles.

The data generated showed that leadership development must take place at all levels. Van Velsor et al. (2010) stated that leadership development must include all people in both informal leadership roles and formal leadership roles. Groves (2007), Hargreaves et al. (2003), and Van Velsor et al. (2010) all implied that it is the principal and SMT's responsibility to prepare potential leaders by increasing their leadership capacity. Wiseman and McKeown (2010) stated that the creation of pathways for future leaders is enhanced by the principal and the SMT, who give aspiring future leaders free-reign to learn and develop.

4.3.3 Theme 3: There is an internal succession plan

All of the participants (six) explained that the creation of opportunities for the development of leadership is that an internal succession plan is in place. The interviews and participants' responses raised three main points about the succession plans in the two schools: First, succession plans are informed and informal (4.3.3.1). Second, succession plans are internal (4.3.3.2). And third, that being part of a succession plan means you are being groomed for leadership (4.3.3.3).

4.3.3.1 Succession plans are informed and informal

The participants were asked whether their schools had succession plans. All of the participants (six) agreed that a type of succession plan existed in the form of an informed, informal plan with certain people who are part of the succession plan. The succession plans were frequently mentioned by all participants during their interviews, and they explained that the informal nature of the succession plan provided ways that opportunities were created for the development of leadership.

All the participants understood that the succession plan was not a formal, planned hierarchical structure. It was described as a group of identified future leaders, who would have been named informally, and given the opportunity to better their leadership development to grow their calibre and experience, that would lead to the ability to take over a higher position and climb the ladder. The four middle managers, Mr Man (Blue), Mr Cane (Blue), Mr Fisher (Green) and Mr Hun (Green), all explained that the prospect of them being selected for a future leadership role had been implied or told to them directly by a senior member of management that they were part of their school's succession plan.

Mr Man (Blue) explained:

> *We had a meeting and they are looking at that prospect and although it isn't a formal "the job is yours", they are looking at it and they need some time still to plan and get things in order.*

In addition to this, three of the four middle managers, Mr Cane (Blue), Mr Fisher (Green) and Mr Hun (Green), stated that the succession plan in these schools is more informal than a structured hierarchy. Both Mr Fisher (Green) and Mr Hun explained that you could identify the more senior middle managers who would be promoted and were part of the succession plan by the roles and responsibilities they hold, as well as their abilities. These participants also explained that an informal succession plan was in place, that they were a part of it, and that it could be seen by the way people are structured in positions.

Mr Fisher (Green) stated:

> *It's more through the roles and expectations that senior management have put on me which has implied that they are looking at me in the future to take over various roles in senior management. I've never been told directly but it's through the roles and the job I have currently it is definitely a sign that they are grooming me for later management positions.*

Mr Hun (Green) affirmed:

> *Our organisation has a plan, both formal and informal. If I think about the way things are structured, about the responsibilities given to people there is a succession for those wanting to be successful in their careers.*

On this point, the principals of both schools, who were not part of the succession plan as they were already at the ultimate level of leadership, stated that succession planning is important and is done in their schools.

Mr Locks (Green) explained:

> *You have to have succession planning. You've got to keep on developing people. You've got to keep on developing your leadership so if someone goes it's not like the whole thing collapses. There are lots of other good leaders around. You've got to have a succession plan. You cannot go into it aimlessly.*

Mr Lead (Blue) agreed with this by saying:

> *We do have discussions with them. They must know they are keepers in the school and we do see a future for them in terms of succession planning.*

4.3.3.2 Succession plans are internal.

Participants were questioned if the schools preferred to fill management positions internally. The evidence provided from all participants (six) showed that internal succession is preferred, with five of the six participants (all excluding Mr Cane (Blue)) stating that external succession is required. Internal succession was preferred because it addressed opportunities for leadership development to only include internal successors, but also because it provided opportunities for development and growth at the individual schools.

Mr Hun (Green) stated:

> *When I look at the time I've been here it's always been the focus to develop those within our four walls. It's about developing the people that are here and identifying them for future positions in leadership. They have not brought in, for example, a form head and we want you here. Majority of people that have come in have, over time, proved that they have leadership capabilities, they have been given tasks to complete and they have grown and then elevated.*

Participants provided reasons for preferring internal succession. The reason varied between participants. Mr Cane (Blue) explained that internal succession leads to continuity and stability. Mr Lead described that it is not just that internal successors understand how things are done, but they have a deeper understanding about the important ethos, culture and aims of the school, that would take time to learn by an outside candidate.

Mr Fisher (Green) justified:

> *My main thing is, people who have worked in an institution for a number of years beforehand know exactly what is expected of them through their senior management, through the roles that you are needing to fulfil and obviously it is a lot easier on senior management as well as the person filling that role to be internally put into that position. Because once again, a person coming in from an external would take time to train up and put into the regime. If they don't fit*

into the regime or the school, then you're going to have a hiccup, which means more time lost.

Mr Hun (Green) explained:

Yes. I did mention it earlier that it seems to be a trend since I've been here that we would like to promote internally. We would like to develop internally and offer those positions to people that are here. Obviously, nobody just starts here. They do come in from other areas. They don't always come into management positions.

According to the two principals, Mr Locks (Green) and Mr Lead (Blue), an internal successor is favoured over an external one because it is very risky to bring in an external candidate as they may never know the quality of the new employee.

Mr Locks (Green) stated:

Sometimes it is a risk bringing in someone from outside because he may appear to be good until he is here and suddenly it is like mixing oil and water. It just does not work.

Mr Lead (Blue) explained:

In as far as the external applicants, I find it's a hell of a risk these days because you can't actually tell what a person's people's skills are.

Even though all participants (six) from both schools Blue and Green stated that it was preferred to fill promotion posts internally, this was contradicted by five of the six participants (all except Mr Cane (Blue) later in their answering. Mr Man (Blue) and Mr Fisher (Green) both raised similar reasons for when an external successor may be needed. These reasons included new ideas and a fresh outlook of the school. The reasons from the other participants included current internal managers becoming too comfortable (Mr Fisher (Green)) or getting 'stuck in a rut' (Mr Lead (Blue)), current managers not being challenged enough and becoming stagnant (Mr Fisher (Green)), and current managers alienating themselves from positive external systems and so being tunnel-orientated in that they are set in their ways and cannot adapt to the need for change (Mr Hun (Green) and Mr Lead (Blue)).

Mr Locks (Green) explained:

Every school initially tries to appoint internally because people know and understand the ethos of the school and if there is not someone then obviously we look outside the school.

Mr Locks (Green) further explained:

Of course, there are pros and cons for both because sometimes if you don't bring in people from outside you tend to think that everything you are doing is right. But actually, there is a different idea out there that sometimes it is important to bring in new blood. Sometimes we get too comfortable and their own rate of growth slows down because of that comfort.

4.3.3.3 Being part of a succession plan means you are being groomed for leadership

All participants were asked the question of whether identified people within their schools had been given the opportunity for additional development. All six of the participants from both School Green and Blue agreed that the outcome of promoting someone internally through a succession plan and placing them in a leadership position leads to an opportunity to better develop the leadership of the individual, in the interests of the school. The participants, however, did have differing views on how this takes place. The common idea from all participants is that members who are part of the succession plan are groomed and slowly trained through gaining experience in various management roles and tasks. This in turn creates a pool of talented leaders who become part of the internal succession plan.

Mr Locks (Green) and Mr Man (Blue) clarified that being part of the succession plan and being given additional responsibilities has had the outcome that each person on a level lower in the hierarchy will also receive greater opportunities for leadership development from training for the higher position. Mr Fisher (Green) and Mr Hun (Green) also explained that the additional responsibilities given to a person in the succession plan would develop the person for the job above them, as grooming for the future, or the next position or title.

Mr Fisher (Green) explained:

Once again they give you the grounds to get experience in the position I am doing now. Obviously, the role I am in now does apply to a more senior

management position so yes they do give you enough input to take over any certain role that may be needed in a senior management position at any time.

Mr Hun (Green) explained:

They come in as teachers and I think the school and the environment likes to develop them and promote them internally because they understand what the goals of the school are. What the aims of the school are. What the aim of this management team is and by understanding those aims, etcetera., they understand the future endeavour.

Mr Lead (Blue) provided a personal example of why an internal succession plan, that grooms future leaders for higher positions and provides further leadership opportunities, has been successful in School Blue. He explained that he is due to retire soon, and when he does he would have finished his entire professional career off at the same school (School Blue). This is the same school where he was educated. Mr Lead described his path in the succession plans at School Blue, and the leadership opportunities offered to him. He attended the School Blue as a learner, matriculated and then, after qualifying as a teacher, took up his first teaching post at the school. He was promoted through the ranks at the same school to the highest position of principal, which he will hold until retirement. Mr Lead provides a prime example of how School Blue, through a succession plan, develops its leaders internally and provides opportunities for leadership growth and development.

The above topic on internal succession plans being preferred by the schools aligns with literature (see chapter 2, section 2.2.2 and 2.2.4) Groves (2007) stated that a method of identifying potential leaders is through identifying and growing talented individuals within the organisation, leading to internal succession.

Courtney et al. (2013) explained that promotion must take place by a staff member lower in the hierarchy who had leadership development training of specific knowledge and learning opportunities based on career advancement to replace a person known in the school.

However, Hargreaves et al. (2003) also explained that succession planning can include the promotion of an identified future leader from outside, or inside an organisation. The reasons for an external successor to be named include the need "to fix a failing school, prod a cruising school into action, or help a school deal with new

change demands" (Hargreaves et al., 2003, p. 67). The authors further stated that these new successors to the school come with 'inbound' knowledge from their previous school that can be beneficial.

Nevertheless, internal succession is favoured over the replacement approach from an external source (Fink 2004; Fink & Brayman, 2006; Flintham, 2004; Courtney et al., 2013; Groves, 2007; Hargreaves et al., 2003; Rhodes & Brundrett, 2005; Townsend, 2011; Van Velsor et al., 2010). The benefits of the rise of an internal senior leader include continuity, or a needed new direction for the school (Béteille et al., 2012; Rhodes & Brundrett, 2005). These points are reiterated by stating that successors, "…did best when they were developed within and drawn internally from schools" (Hargreaves et al., 2003, p. 76).

A succession plan is seen by the participants as a way of grooming future leaders and preparing them for a future higher position that, in turn, provides opportunities for the development of leadership. Promotion into a new task or position is utilised by the SMT of the school to assist in the increase of leadership capacity (O'Rourke & Burrows, 2013; Van Velsor et al., 2010; Williams, 2011). The purpose of succession planning is to have a clear guideline to identify successful leaders, and, according to Hargreaves et al. (2003), creating talent pools aids succession plans.

According to Hargreaves et al. (2003), to be accepted, and so be part of a succession plan, the person would be required to move from a peripheral trajectory to become an insider as per the conceptual framework of this study (see chapter 2, point 2.3). Hargreaves et al. (2003, pp. 30-31) stated that "a peripheral trajectory is a limited stance for principals who need time to build the relationships to move from peripheral status to that of a genuine insider and a position of real leadership". Hargreaves et al. (2003) also wrote that internal succession is a way of combining insider trajectories. Fink (2004, p. 15) favours internal succession from an insider trajectory by saying that "It is from within a community of practice that leaders are at their most effective".

4.3.4 Theme 4: Commitment, initiative and ambition are key factors in the identification of potential leaders

All participants (six) at both schools Blue and Green were queried in their interviews whether their schools identify potential leaders and what the characteristics are to be

considered as a future leader of the school. Their answers addressed that the identification of future possible leaders takes place in their schools, and leads to opportunities for the development of leadership as per themes 1 and 2 of this chapter. Through the questions named above that took place in the interview process, two main points were identified: One, that the identification of potential leaders is continual. And two, that there are specific characteristics that are looked for in selecting leaders.

4.3.4.1 The identification of potential leaders is continual.

Participants were questioned whether their schools identify potential future leaders and if ambition and/or individual drive was a personal and a school factor used to identify potential leaders internally within the school. All participants (six) stated that informal identification takes place continuously as potential leaders are always being looked for and that those who are identified show a similar set of general characteristics which leads to their selection and to their being offered the opportunity to become better leaders. The specific characteristics, however, did vary between participants. The general definition of the characteristics required is summarised and arranged from the data, and was based around beginning their leadership experience in charge of a sport; altruistic ambition and initiative; identifying oneself; and having the people skills of communication and relationships.

The continual identification of future leaders is similar in both schools. Of the six participants, four explained that they started their career with some form of sporting responsibility as well as a teaching career (Mr Locks (Green), Mr Hun (Green), Mr Fisher (Green), and Mr Man (Blue)). Of the two participants that did not, one (Mr Lead (Blue)) states that he gained valuable experience from being a provincial chairperson of a sporting code outside of the schooling environment. These additional responsibilities may have provided an opportunity to develop leadership by being able to be identified by management, and increase and better individual leadership capacity.

Mr Hun (Green) stated:

> *It's more informally when we discuss events that have occurred or when we focus on the sports, so it's in those circumstances that we tend to identify people in certain situations and how they can have a far more defined role as a leader in the school.*

Mr Cane (Blue) was the only participant who did not mention he was identified necessarily because of a sporting responsibility but he explained that he was identified because of his ability in his current role as the Director of Academics:

They see me as the person that can continue with taking this school to greater heights.

The four participants (Mr Locks (Green), Mr Hun (Green), Mr Fisher (Green), and Mr Cane (Blue)) together stated that the identification of future potential leaders leads to the creation of further opportunities for leadership development from the school. This is done through the form of small responsibilities being added to each person's job description to aid them in gaining valuable experience, and an opportunity to better their leadership. This creates a continual process of identification of future leaders.

Mr Locks (Green) described this process:

You can start giving them other opportunities and you start on a small scale and develop them. So you can give them a Master in Charge of a sporting code, but you start with a minor one, and if they do well at that, you will give them a major code and you are responsible for a lot of staff and a lot of boys so that now make a difference of testing a chap, and then ultimately you go onto other levels.

Mr Hun (Green) explained:

Things that we've identified in others that we had perhaps seen in us previously so we identify those sorts of characteristics in individuals and yes, we have discussed that and hopefully have plans for them in the future and hopefully guide them, if they are ambitions, to attain the goals that they may have.

4.3.4.2 There are specific characteristics that are looked for in selecting leaders.

In addition to the sporting characteristics that the four of the six participants (Mr Locks (Green), Mr Hun (Green), Mr Fisher (Green), and Mr Cane (Blue)) mentioned, the characteristic of a type of altruistic ambition and initiative raised in the interviews explained that promotion must be more about the school than the individual, that the best person for the school must be promoted, and that the school is bigger than the individual career. Initiative was mentioned 13 times and ambition was mentioned 36

times. These were quoted on numerous occasions as characteristics required for the good of the establishment and not just the individual.

Mr Cane (Blue) explained:

For me, it's how does the school want to best use me? If that is the case, then that's how it is. I don't doubt my ability, but I must be the person for the school and I don't mind serving it in whatever position. If the school feels that I can best serve the school from the front of the school rather than the back of the school, I don't mind.

Mr Locks (Green) explained:

It's about getting the right person, the best person, and therefore every person in this institution, if they feel they want to become Headmaster, they know it's up to them to develop their skills.

Mr Hun (Green) explained:

Yes, I have ambition, and I think that it was clear there was ambition on my part because the more responsibility I took on, the more I wanted to prove that I was capable. I think with that ambition it was clear that I had the leadership potential, and I think they go hand in hand. If you accept responsibility and you show that you can do the job and you can do it quite well, obviously there is this identification that you have the ability to lead in those areas.

Mr Hun (Green) also used the term self-motivation, which is closely linked to the characteristics of ambition and initiative:

I think it's the case of self-motivation, that I have future plans for myself and I think the school has seen that that is an ambition of mine, and because they can see that ambition then that's why they want to allow me to grow so that if in future, I do want that position, I can attain it through the experiences that the school has given me.

Mr Hun (Green) also explained that ambition is a major aspect of the type of characteristics required to be identified as a leader:

In terms of characteristics, we can talk about identifying particular leadership skills, perhaps even values. But most importantly it's ambition. It's about people who are ambitious in their careers, ambitious just to achieve but also ambitious

to make a difference. In our profession, it's always about ambition to make a difference.

Mr Locks (principal of School Green) uses the example of the form heads in his school being the most ambitious, and thus they are identified for future positions over other formal middle managers:

In our school, I would suggest predominantly the Form Heads. Those are the people who are showing the ambition and also the inclination to see things differently and to want to reap the benefits of that kind of thinking.

Even though the participants said that ambition is an important characteristic, four of them (Mr Man (Blue), Mr Hun (Green), Mr Cane (Blue), and Mr Fisher (Green)) contradicted themselves by explaining that they did not begin their careers with the ambition to climb the ladder of promotion. These three participants explained that they evolved to be ambitious in their careers.

Mr Fisher (Green) stated he never started teaching with any ambition to be promoted:

I never really had the ambition to be a Grade Head at that stage. I think a staff member left at the time and once again and I was asked to step in as an Assistant Form Head to start off with, which did give me a good grounding because I worked under a very senior staff member and that gave me good stead to become a good Form Head.

Mr Hun (Green) explained that his drive to be better and his experiences in life aided him to become more ambitious:

Everything that I have experienced up to now aids me in my endeavours. Once you've experienced other things in other areas of your life, your life becomes more focused because you love what you do. That ambition becomes even more and it fuels that ambition to strive to become better. If I wasn't enjoying what I was doing, I think that ambition would not be as intense.

Mr Man (Blue) described:

I've never really had the ambition to be outside of teaching, nor of being a head. It's only the latter part of my career that I've been frustrated not being able to make the decisions, so I think it's an ambition and I've probably evolved into the thinking of running a school.

Mr Man (Blue) also directly stated that:

> *Yes. I am not desperate for a title.*

Mr Cane (Blue) explained that he is not interested in titles:

> *Titles are, for me, just titles; you can get rid of them.*

And said further that:

> *I don't doubt my ability, but I must be the person for the school and I don't mind serving it in whatever position. If the school feels that I can best serve the school from the front of the school rather than the back of the school, I don't mind.*

Aditional answering of the questions regarding the characteristics required of a future leader from the participants was based around if the individual should identify themselves ('putting their hand up'), or if the school's management team should solely identify and communicate it to the individual. The participants' answers to the question varied. Mr Lead (Blue) and Mr Man (Blue) (two of the six participants) agreed that one cannot rely solely on people putting up their hands to be identified as a future leader and be promoted. This is because certain people will not volunteer, or may not want to be identified at all. Mr Lead (Blue) provided an example of a staff member who was promoted to an acting HOD position and asked to be demoted back a term later because he preferred to teach rather than be a manager and leader in that position.

Mr Lead (Blue) also clarified that it is important to communicate to a future leader that there may be a future for the person in a higher leadership position:

> *The modest ones won't come and ask, but the ones who are looking ahead will come and ask if there is a future for me here.*

In contrast, Mr Hun (Green), Mr Fisher (Green) and Mr Cane (Blue) (3 of the 6 participants) stated that a characteristic of a future leader is that they put their hands up to be identified themselves and that a leader with true potential will ensure they are identified by the SMT by communicating their intent.

Mr Cane (Blue) felt strongly that leaders would naturally take the initiative by putting up their hands to be identified:

> *I don't think that you are going to be identified as a potential leader without you first taking any initiative.*

Mr Fisher (Green) reiterated this point:

> *I think it was showing initiative, and I was identified by senior management as a potential leader for the school.*

Mr Locks (Green) agreed with both points that a future leader could either need to be identified, or they could put up their hand to be noticed:

> *We must first realise that not everyone wants to become a leader. Some people only want to be in charge of their small personal domain, like their classroom and nothing beyond that, so we need to realise there are people who want to become leaders and one day become Headmaster, but there are others that don't… I think it comes back to personality. It still becomes a personality-driven thing. A leader will stand out and it's personality-driven.*

In addition, Mr Hun (Green) explained that in the past the identification of future leaders for promotion was done by the SMT, and that promotion may have been done for the wrong reasons or given to someone who was not the best person for the job:

> *There wasn't in the past. It was more a question that someone identified you and they gave you a particular role whatever their feeling was on the matter. You could either do the job or perhaps you were a puppet for somebody else to control. With the way things have now changed in the last 8 months, there is definitely a far more identified role and opportunities given or many people to be able to take their responsibilities to grow and develop for a particular reason.*

In agreement with this, Mr Locks (Green) repeated that when he became principal he 'inherited' people who were not the best people for their position. He believed that if the process was open to all, then someone showing initiative and ambition could have been identified as a better person for the job.

> *You can see where, in the past, people have been put into positions more because of their long service rather than their ability where it has actually negatively impacted on those environments, or someone has been put in a position because they have a relationship with that person but they are not*

necessarily the best person for that environment so it also negatively impacts on that environment.

The question posed to the participants of the characteristics required of an identified potential leader provided the third characteristic of potential managers being characterised and identified through their particular skills. The word 'skills' was collectively referred to 32 times by all the participants (six). The type of skills referred to, however, varied between participants. The skills mentioned concerned people skills, human relationships, the importance of positive relationships with staff and management, and the ability to communicate effectively. All participants (six) said that positive relationships and effective communication were desirable characteristics for a leader. This is because a potential leader should have good relationships, and these relationships are built on good communication. People skills were raised by all participants (six) and were directly spoken about as important to a managerial position and leadership.

Mr Fisher (Green) explained:

Characteristics that these staff members would have to have? Obviously, people skills because you're in a school and you're dealing with individuals on a daily basis. I feel a managerial position is all about people skills. If you've got good people skills, you'll be a good manager.

Mr Locks (Green) explained that to be considered for promotion, it is up to the teacher to develop their skills:

It's not necessarily someone else developing them. We must also have the want and the will to develop. If you know that someone else is just making appointments, you are going to say why must I put the effort in? Why must I develop myself when I know they are going to bring someone in from somewhere else? But if you know you can get somewhere because of your own initiatives and so on, it's a fair process.

Mr Hun (Green), speaking about people skills, explained:

You have to be a people person in our line of work. When you are dealing with parents, dealing with staff, dealing with students, you are dealing with people all the time and I think you have to have that ability.

Mr Cane (Blue) reiterated that in a middle management position one would learn these skills through gaining experience in different environments and aspects of different jobs, working with different personalities.

> *In a school you see people regularly and sometimes they come from a wide variety of abilities and you have to help those people and yes you can, you learn a lot of people skills and human relations from working in other environments as well.*

Mr Man (Blue) also explained that having good people skills is a necessity in a higher leadership position, especially in education, as you must like people, and want to deal with them appropriately.

> *Anyone involved in education must like people. Sounds crazy but yes. You actually have to have a real love for human beings and you have to believe in yourself and the value you add and also you have got to want to add value to other people.*

He also explained that a specific set of skills is required:

> *There needed to be someone who saw the team aspect and there are really talented people running those grades. But they have specific sets of skills. Tying those sets of skills together was the natural progression.*

Mr Lead (Blue) made the point that he identified people for future management positions.

> *We did have a management development course a few years ago and we realised that there were some teachers that really would have left the school if there weren't any opportunities for them to grow. We identified about 8 of them at that stage.*

He then furthered this statement by explaining that a culture of upskilling is evident:

> *A positive culture, people wanting to upskill themselves. We get teachers coming in here and saying they want to upskill themselves*

In addition to people skills as a characteristic of a future leader, relationships and communication skills emerged through the data as an important skill of a future leader.

Mr Hun (Green) explained that relationships are important to gain respect, and communication is important from teachers to middle managers up to the SMT, to ensure things are done properly.

Mr Hun (Green) also explained:

> *It is very important because no matter what, we need to remember we are an organisation of people and it's that relationship between people that becomes important. Being respected by all is very difficult but we try and achieve that. It's more the ability to communicate in both spectrums, whether it is the teachers or management. Being able to ensure we deal with whatever concerns we may have, whatever ambitions we may have, whatever we hope for the future. It's about making sure that all parties understand why the positions are made and why things are done.*

Mr Locks (Green) explained that the characteristic of fostering good relationships is important because it aids the learning and development of a future leader, and effective communication creates a space within these relationships that benefit individuals' growth and development.

Mr Locks (Green) then explained:

> *It was more about relationships and sharing knowledge and chatting about things. I worked more on having relationships with the Form Heads and knowing them and them knowing me, so they were comfortable asking for advice and you could give advice based on your experiences and that is the best way to learn.*

Mr Lead (Blue) and Mr Man (Blue) also touched on the characteristic of the ability to communicate as it aids a management position when dealing with parents and stakeholders of the school.

Mr Lead (Blue) states:

> *It's how they come across to other people, particularly parents and pupils and our stakeholders. The way in which they face other people. The way in which they communicate. Can they influence people positively?*

Mr Man (Blue) said:

> *When you put a team together and those expert's areas that people are involved in, and you learn to communicate effectively, you come up with really powerful solutions on the way forward.*

According to literature regarding the identification of potential leaders (see chapter 2, sections 2.2.2 and 2.2.4), and the skills required of them (see chapter 2, section 2.2.6), the data from all six participants stated that their schools are continually identifying potential leaders internally.

The two differing perspectives on the point of identification of a future leader being the individual person's or the school's responsibility, are well expressed in the point by Courtney et al. (2013), in that potential leaders must want to be promoted themselves, as well as be motivated by the school to be promoted.

In literature, the skill set of a leader is an important aspect of potential leaders to be identified for future positions. O'Rourke and Burrows (2013, p. 1) expounded that part of the identification process is that the prospective leader has "a range of personal characteristics … if they are to effectively influence". Starkey et al. (2009) added to this point by saying that during the identification process the individual may have acquired certain skills that are required to move up the management ranks. Included in these individual characteristics and skills is their performance in the workplace; their ability to communicate well to superiors and subordinates; their contribution to the organisation, and finally their ability to evolve easily into becoming a leader who is able to construct knowledge learned from others in their field (Rivas & Jones, 2015; Taylor et al., 2011a). The development of teachers also betters their individual skills, abilities, and way of thinking (Starkey et al., 2009).

That some of the potential leaders 'evolved' into having ambition and initiative is also supported in literature. This evolution of potential leaders to be more ambitious is touched on by Starkey et al. (2009), who explained that as teachers are developed further, they gain experience, not just in the field in which they are working, but they also gain an understanding of what their own aspirations are, and the skills they need to better their leadership capacity.

With regards to the need for positive relationships with peers, as well as management, literature supports that the type of relationship a leader has with other staff can aid or

jeopardise the ability to lead. Hargreaves et al. (2003, p. 13) stated that task-orientated leaders have more difficulty gaining support than person orientated leaders, who are seen to have more concern for, and trust from, fellow staff members.

The value named in the data of ambition is consistent with Rivas and Jones (2015, p. 3) who stated that "Education leaders want to accomplish goals that matter, inspire others to join them in working toward those goals and leave a lasting legacy". Many teachers are driven and have the ambition to inspire and be the best teacher they can be, as well as work at one of the best schools. due to this, teachers have the ambition that leads to the betterment of themselves as teachers, as well as the betterment of the school.

The conceptual framework of this study (trajectories by Wenger (1998)) is relevant as to move through different trajectories and be accepted in the community as a full insider, the person must want to be accepted. And in addition, the conceptual framework is given more relevance to the study as the discussion taking place about people's leadership potential, as told by the participants above, would be an example of the community starting to accept a new potential leader.

4.3.5 Theme 5: Exposure to additional tasks is empowering

The next theme is that opportunities are created for teachers to become better leaders through exposure to additional tasks. Future leaders are put on a trajectory of leadership through empowering them to gain experience in various organisational and management tasks within the schooling organisation, such as in charge of a sporting organisation or sporting days; director of a facet of the school such as academics or culture, or acting in one of the conventional management positions as set out in the SASA of HOD, deputy principal, or principal. Empowerment is also explained as vital as it promotes a shared responsibility to develop, and increases individual leadership capacity, both of which are important to the institutions. The participants stated that the responsibility to develop leadership does not solely fall on the principal, but people must also have a shared responsibility in their own development.

Four main points emerged from the data as explained by the participants that became evident in explaining the reason why these self-governed schools empower their staff to create opportunities for teachers to become better leaders. These reasons include:

One, empowerment is encouraged between different management levels and positions (Mr Locks (Green), Mr Hun (Green), and Mr Man (Blue) (4.3.5.1). Two, that the complexities of the institutions do not allow for a single leader (Mr Fisher (Green), Mr Locks (Green), and Mr Hun (Green) (4.3.5.2). Three, that the idea of a shared responsibility to develop and increase individual leadership capacity that empowers the staff (stated by of the 6 participants, with 3 of them stating it is a shared responsibility (Mr Man (Blue), Mr Fisher (Green), and Mr Locks (Green)) (4.3.5.3). And the other 2 participants (Mr Lead (Blue) and Mr Hun (Green)) claim it is the individual's responsibility. And four, that the leadership opportunities are created through being in charge of many different roles that empower the person (4.3.5.4).

4.3.5.1 Empowerment is encouraged

The first aspect to this theme is the word 'empowerment', a word used 20 times in the data collected. Empowerment is seen by the participants as not just delegation, but a form of training and development for future leaders to understand and get to grips with an ever-changing and complex institution.

Mr Locks (Green) explained the need to provide the feeling of empowerment from a principal's point of view:

> *The principal needs to create a feeling of empowerment to the people in the next leadership level below and that leadership level then needs to empower people in the next level below them and ultimately then to the staff.*

He furthered this point by talking about the need for empowerment to ensure development is taking place:

> *You must trust them and back them and when you think there are areas they can improve on, you can ask what we can do, where can we help you and ensure we get the maximum out of you.*

He then also explained the process of empowerment:

> *And hopefully, also someone is smaller in the context of what they were giving, some of these responsibilities will be smaller and they will start feeding it to people below them and thereby they will be empowering people so they can cope with their own stresses, but they will still be leading it by giving advice, assisting and there is a relationship between that person below them.*

Mr Hun (Green) explained that a good principal empowers their staff:

> *If I am honest, the principal's job is to run and ensure the school runs. That's their formal function. To make sure that the school functions, that everyone's at work, so it's a very administrative role, but a good principal will ensure that leadership is available and empowered to become good leaders.*

Mr Man (Blue) stated that if you want authority in the ranks below the principal and so empower them, then those people have to have the leadership to be able to have authority:

> *You can't give them responsibility without authority so the head of the school has got to be moulding leadership as leadership is authority.*

He then furthers this by explaining the process of empowerment:

> *To develop, to grow, to make mistakes and to love them through it and teach them. It's quite easy in our jobs to give it to the person that can get the job done but we miss out on a lot of opportunities to really grow people by walking them hand in hand through the process. It's quicker sometimes to do jobs by yourself but it's not healthy for an organisation.*

4.3.5.2 Empowerment is needed because of the complex environment

The second aspect to this theme presenting how opportunities are created for teachers to become better leaders includes that empowerment is a requirement due to the increasing complexities of the schools and that this increased complexity means that the functioning of the school cannot be run by a single person, such as the principal. All participants agreed that the running of the school is not just the job of the principal, but would be impossible to be done alone by the principal.

Mr Fisher (Green) explained:

> *You can't have a principal and a deputy running a complex school like [School Green]. There are so many different areas that need management and people to run with those departments so there are various positions.*

Mr Locks (Green) explained that all positions should be responsible:

And then micro managing rather than letting people manage their areas. What is the point of having senior management and middle management if they are not going to look after their areas?

Mr Locks (Green) also explained:

For the principal to try to effect leadership on the whole staff will never be effective.

Mr Hun (Green) explained:

As a principal, there's always the idea that the buck stops with him and that all responsibility falls on his shoulders. But a good principal will ensure that every person has a form of leadership in a certain area and that development has to take place.

The participants' view that the principal cannot run a school alone (see chapter 2, section 2.2.1, and that empowerment is needed through all leadership positions below (chapter 2, section 2.2.4), aligns with the literature. Hargreaves et al. (2003) explained that educational leadership is normally seen as the responsibility, and carried out by the principal, but more recent literature shows a need for the leadership role to be spread across the organisation. The day to day running of these self-governed schools is no longer the job of the principal, and according to this research, and literature, one of the principal's jobs is to ensure that staff are continually being developed and growing in a leadership capacity. Spillane (2012) and Townsend (2011) agree with the spread of leadership by stating that school leadership is often seen as the job of the principal but there is a need by the principal for more accountability and empowerment of leadership in the levels below.

4.3.5.3 Empowerment creates shared responsibility

The third aspect of this theme is that empowerment creates a shared responsibility that in turn increases individual leadership capacity. The responsibility to develop is a shared responsibility between the school and the individual and is solely not the responsibility of the principal as stated above in the second aspect of this theme.

Three of the six participants (Mr Man (Blue), Mr Fisher (Green), and Mr Locks (Green)) directly referred to a shared responsibility to develop, and so would need to be empowered to do it. On the same point, two of the six participants (Mr Lead (Blue) and

Mr Hun (Green)) similarly explained that the responsibility is on the individual to develop. Mr Hun (Green) explained:

I've got to take personal responsibility for leadership development. There are people who are invested in my personal development. I'm invested in other people's personal development and I think it's that that makes a difference. Yes, the principal will always be in charge, and yes he will always have the most responsibility but a good principal will make sure the avenues are available for leadership to take place.

The principal of School Blue, Mr Lead (Blue), explained:

They must make their own decisions and run with their own things and also with their own responsibilities and even if they make mistakes, it's not the end of the world.

The literature on this topic aligns with the points made by the participants that leadership development must take place at all levels (see chapter 2, section 2.2.1). Van Velsor, McCauley and Ruderman (2010) stated that leadership development must include all people in leadership roles.

A shared responsibility would also aid potential leaders to move from a peripheral or inbound trajectory to an insider trajectory as per Wenger (1998) theory on trajectories and this studies conceptual framework (chapter 2, point 2.3). The shared responsibility would aid the person to be accepted quicker into the community as they would be seen to be more involved.

4.3.5.4 The schools provide many roles and responsibilities

The fourth aspect of this theme includes that through empowerment, the participants have been trained and developed through being involved in many different roles and responsibilities at the school. As roles are changed or new ones are taken over, this created opportunities to develop and increase leadership capacity. An analysis of the data provided a general trend that their rise in the management ranks came about from three main activities. These include first, that they have been involved in many roles and activities of the school. Second, that they were in a position and at the school at the time that a promotion was available ('in the right place at the right time'), and through their continual development were able to take up the new post. And thirdly,

that they are continually being developed and learning on the job through gaining experience while taking initiative in the positions they have held.

All participants provided information about the many roles they have performed in their particular school that they feel have aided them in their rise into their current positions. An interesting trend is that most began their journey of doing many roles by first being in charge of a sport, or taking a highly competitive sports team at the school. This idea was addressed above in theme 4 but is raised here as it shows the many roles fulfilled by the participants in the study. Doing many roles, and having many different positions within the school was a fundamental part of how they entered and climbed the leadership ladder.

All participants described the pathway or ladder they had followed so far in their careers. They included how each role led to the next bigger responsibility. An example, as explained previously, is that of Mr Lead, the principal of School Blue. Mr Lead was schooled, matriculated, and took up his first teaching post at School Blue. He then followed various roles and pathways within the school to the ultimate level of principal, where he will be retiring soon. He will never have worked at another school. The principal of School Green provides another example. Mr Locks (Green) explained that even though he did start his career at a different school, he was employed at his current school as a post level 1 teacher, where after fulfilling many roles he climbed the ladder to the principal position.

Mr Locks (Green) explained:

> *I think because of the nature of all the positions being in different aspects of the school allowed me to understand the running of the school in most areas of the school. It made me understand whichever area there were problems and strengths so that when you're in that position now, irrespective of what areas of the school the issue arises because I had a hand in that area somewhere along the line made me better understand the situation and how to deal with it.*

5 of the 6 participants (all except Mr Cane (Blue)) explained how the different roles they have fulfilled have aided the climbing of the ladder into the management role in which they are currently. Mr Fisher (Green) stated directly that previous roles have aided him in the role he is currently fulfilling.

Mr Man (Blue) explained:

> *Positions that I previously held in my career to aid my journey definitely did because the experience I gained going right back to the first days of teaching was a learning curve. The roles themselves equipped me for the next [role].*

Mr Hun (Green) provided some examples of his many roles:

> *It was the Golf, then it became an added responsibility of school safety and security which I had to deal with. That led to dealing directly with parents and those responsibilities, it was from there that that ability was noticed.*

Mr Locks (Green) explained how opportunities have been created for current future leaders that are developed through gaining experience in many different roles:

> *I would like to believe there is a core of middle management and also Form Heads who I think have come through the ranks and they have fulfilled positions like Boarder Masters, Assistant Superintendents, Assistant Form Heads and MIC's and through that have now become Form Heads.*

The data provided a contrast with regards to the training and development of future leaders to ready them for future roles. Of the six participants, four of them (Mr Locks (Green); Mr Hun (Green); Mr Fisher (Green); and Mr Cane (Blue) believed that their rise in position up the ladder had an element of luck to it, or being in the right place at the right time, to gain a promotion, or receive a different role to do. Whereas, the additional participants (Mr Lead (Blue) and Mr Man (Blue)) felt that their rise up the management ranks was warranted due to experience gained and the promotion being available. For the four participants who claimed to be 'lucky' this is perhaps a testament to the participants' commitment and time on the task at the school, as well as the schools' plan to have internal people available and able to act in a promotion post.

4 of the 6 participants (Mr Locks (Green), Mr Fisher (Green), and Mr Man (Blue)) also referred to being 'thrown in the deep end'. This term means that they had to learn the role very quickly, as you would when learning how to swim if thrown in the deep end of a pool.

Mr Locks (Green) explained that he worked his way up by being given tasks before being formally trained for them. Mr Locks (Green) explained:

More often than not, just thrown in the 'deep end'. Frankly, that has been my experience. If you're good you swim, if you are not, you sink. More often than not, I have been thrown in the deep end.

Mr Man (Blue) explained that he was promoted when a need arose.

Mr Cane (Blue) also said often people are thrown in the deep end, as he did because he was identified as having leadership potential. Mr Fisher (Green) explained:

I got thrown into the deep end with that position. I was identified more as to have some type of leadership potential and that is why they identified me and put me into that role.

The leadership opportunities required to be promoted in these schools were available to the participants because of three main aspects: One, being involved in many roles and activities of the school (chapter 2, section 2.2.2). Two, a position in a higher rank becoming available, or 'being in the right place at the right time' for promotion and already known to the school and so internal succession was planned. And third, learning on the job, through experience, and taking initiative (chapter 2, section 2.2.2 and 2.2.4). All three of these correspond with literature on the topic.

Bush et al. (2011) defined the general path of teachers to the SMT in South African schools by saying it is done through leadership roles and tasks as middle managers. Macpherson (2014) explained stepping stoning, and Myung et al. (2011) explained sponsored mobility. Both of these theories imply that potential leaders jump from different roles and responsibilities to another. This allows them to gain and master certain roles in the process to aid development and the potential to climb the ladder.

Van Velsor et al. (2010), in the first part of their theory on enhancing developmental experiences, explained the situations that potential leaders will go through to prepare them for future promotion into a higher position. An example of this would be a middle manager doing a task that takes them out of their comfort zone or throws them in the deep end. If the task is completed successfully, the experience and knowledge gained from the task would be higher and thus benefit the future manager in gaining the knowledge and experience required to be eligible for a promotion. Wenger (1998) explained that trajectories are that these potential leaders are said to grow and develop over time as they become fully accepted insiders of the community or school

(Fink, 2004; Fink & Brayman, 2006; Hargreaves et al., 2003). Hargreaves et al. (2003) continued by saying that internal succession is a way of combining insider trajectories.

4.3.6 Theme 6: Turnover drives the demand for new leadership

The next theme relevant to the creation of leadership in these schools is that of staff turnover. A dominant aspect raised in the data for the reason why schools have more opportunities for leadership includes the negative aspect of having up-and-coming leadership replace staff that had left. This aspect was explained by the participants as two-fold, in that turnover can be described as the loss or movement of a person in a particular position on a succession pathway to becoming a principal within a particular institution, or to another job at another institution. The participants said that this is a positive because it was why more opportunities were created for leadership.

Participants from both schools (three out of six) pointed out the phenomenon of a ladder, and that the actual growth and development of these future leaders being promoted created the negative aspect of turnover within the institutions. This is the chance the school takes when they are developing a future leader; they may use that knowledge to get another job at a different institution. Sometimes it happens that a potential leader gains the knowledge but needs to wait for a promotion to come available in their present school and when it does not, they leave.

Mr Fisher (Green) explained:

> *So you're been given the experience but also given confidence within your own abilities so that to come through an interview you would feel a lot more than someone sitting there that may have the qualifications but not necessarily the experience. So that to me would definitely be an asset as a staff member going for a job interview for a senior management position in another institution.*

This negative aspect of self-governed schools developing their staff, only to find that they use the skills they have learnt to take up posts at another school is also referred to by Mr Locks (Green), who also added that the school does try to retain good staff:

> *You must have a succession plan but you can't be 100% dependent on it because someone you are grooming will suddenly say that they have been offered a post over there and so you have a problem.*

Staff turnover is explained above as a negative aspect, but some participants also explained that it can work in a school's favour. Examples of these positive aspects was a stagnant staff member leaving (Mr Fisher (Green) and Mr Man (Blue)), and the need for new ideas (Mr Lead (Blue)). Mr Man (Blue) further explained that a staff member leaving for another position at another school means that the programmes in place at the current school for developing leadership is working properly, and so it should be viewed as a positive:

> *New ideas, it keeps everyone working and we mustn't be too afraid to hang onto people. You have to embrace them for spreading their wings in leaving to higher positions. In my mind, our headmaster has succeeded if, for instance, I get a promotion as a headmaster. Then I think he's done a great job. It's hanging onto staff when it's not good for them to stay anymore. They need to be spreading their wings. I truly believe you might get a lot out of them for a five-year period but after that, they have stagnated and that decision has hurt them. Movement is healthy.*

Mr Man (Blue) also included this idea of turnover being a positive sign:

> *You don't want to grow them, and that's just my interpretation of what's happening with our school, you don't want to grow them to the point where their wings are spreading and there's not movement in their school that helps them. It means you will lose them. I personally disagree with that. The more people that come into the school grow, develop, achieve and if there's no space, move on. It's better at a new school. You can grow a reputation at a new school. Although you have movement, staff wise it is positive. It's not because people are unhappy. I think that settles in time as these posts become available you end up having less turnover as a result.*

Staff turnover, as explained by the participants, aligns with the literature (see chapter 2, section 2.2.4) as it may make the creation of leadership pipelines, pathways or ladders very difficult (Béteille et al., 2012; Rhodes & Brundrett, 2005). Turnover negates the outcomes and goals of following a leadership path up a ladder and so being promoted and trained through particular roles to do a higher job. This is because turnover can create instability within a school. It can lead to a loss of knowledge with regards to the school's traditions and culture, and a monetary and time loss of what it

may have taken to train a particular person in the first place (Béteille et al., 2012; Hargreaves et al., 2003).

The data provided evidence where turnover in certain circumstances can be viewed as positive for a particular institution. Hargreaves et al. (2003) explained that a new person being brought in due to turnover may be good to correct a failing school from its current institutional wrongdoings, nudge a school back into action, and deal with issues they have no previous experience in dealing with by gaining 'inbound' knowledge from a person from another institution.

4.4 WHAT CHARACTERISTICS OF SELF-GOVERNED SCHOOLS DRIVE LEADERSHIP DEVELOPMENT?

This section addresses the sub-question of the study, specifically to what drives self-governed schools in their creation of opportunities for leadership development. The analysis of the data developed the following two themes: Theme 7, that self-governed schools have a 'ladder' culture. And theme 8, that self-governed schools have specific characteristics as Section 21 institutions.

4.4.1 Theme 7: Self-governed schools have a 'ladder' culture.

The first theme relevant to the specific characteristics of the self-governed schools under study that enable leadership opportunities is that these schools create a leadership ladder that is part of the culture of the schools. Climbing the ladder is a term central to this study and is used in the title to understand the phenomenon of potential leaders' informal rise in a hierarchy of leadership positions. The data provided by the participants did not show any direct correlations to a formal, exact path that leaders will follow up the management scales. However, all participants did imply that they are part of a journey chosen to move up the management ranks. This journey is followed through an informal succession plan to be promoted up the ladder and, even though it is not an organised route, they understand themselves to be the next in line.

The participants explained that this culture of leadership ensures an opportunity for all members of the organisation to develop and enter a succession plan. They perceived that this continual development also ensures that the bottom level of management in the organisations are also bettering themselves, and so providing better quality output in their individual responsibilities.

4.4.1.1 A ladder, pathways or pipelines of succession creates more leadership opportunities

The first aspect of this theme is that an informal ladder, pathway, or pipeline of succession aids in creating leadership opportunities for future leaders to strive for, and be developed, to take up higher positions, if and when they become available.

Data provided by the participants explained that new positions or titles have been created recently in both schools. An example of this included the titles of Directors of different facets in the school used at both School Green and School Blue (e.g. Director of Sports at both schools). The participants stated that these positions are seen to help identify future senior leaders and place them on the ladder with the authority of a middle manager. A definite structure of responsibilities clarifies the roles and functions to be achieved. Staff were organised through their responsibilities into a hierarchy of staff, which aided systematic promotion up the ladder.

Mr Man (Blue) referred directly to the creation of positions, in particular, the directorship:

> *Maybe it is indicative of this school because of our directorships that have been created for this natural sort of picture.*

Mr Man (Blue) also explained:

> *It's not wrong and we need to be looking at a pathway to get yourself seen and noticed. You can see a bit of wrangling to get to those positions.*

The ladder, or pathway, is referred to indirectly by four of the six participants. Mr Locks (Green) explained the ladder by explaining that succession within the school cannot be carried out aimlessly, and so it implies a planned structured path of succession. Mr Locks (Green) also referred to a programme or structures that help show who is the next person in line to be promoted:

> *You do have a programme and structures that allow the cream to come to the top and see that's the next guy.*

Mr Hun (Green) stated that positions are structured by means of responsibility, showing that a hierarchical ladder of positions is used:

Our organisation has a plan, both formal and informal. If I think about the way things are structured, about the responsibilities given to people, there is a succession for those wanting to be successful in their careers.

Mr Fisher (Green) used the hierarchy of positions to indicate that a pathway is used for people to join as part of succession:

You do have more senior middle management staff which are seen as the successors to any senior management positions that would be made available.

Mr Fisher (Green) also explained that gaining skills and knowledge allows a person to move further up the ladder:

They have the skills and the knowledge and the ability through their experiences and their exposures to move on.

Mr Cane (Blue) also explained:

So I also am empowering people in my own department. I will take them and give them all the training and support they need and bring them up to where I am but there will come a time when I will step back and say right now you go for it.

Climbing the ladder is a phrase used for the phenomenon being researched. This phrase is unique to this research and is referred to in other research (see chapter 2, section 2.2.2) under different terms and phrases. These terms include leadership pipelines (Groves, 2007; Myuang et al., 2011), stepping stoning (Macpherson, 2014), sponsored mobility (Myuang et al., 2011), tapping, also known as contest mobility (Myuang et al., 2011), and growing one's own leaders (Rhodes & Brundrett, 2005). All these phrases speak of both a movement and change in a current leadership position and capacity, as well as a journey or systematic map or line to promotion. Mapping trajectories also provides greater insight into the movement of people on a line as they move closer to a higher management position and beyond, by explaining their role and acceptance by other people in the environment (Wenger, 1998).

The studies conceptual framework of trajectories by Wenger (1998) is viewed as a journey or line to becoming a full insider and accepted by the community, and so accepted as a leader of the school. Fink (2004, p. 13) added that a "useful way to

examine career stages of leaders is through the concept of 'multiple trajectories' described by Etienne Wenger (1998)".

4.4.1.2 Culture in the schools leads to the creation of more leadership opportunities

The second point relating to the characteristics of self-governed schools that drive leadership development is that the culture within these schools supports the creation of leadership opportunities. Both schools were described by the participants to have a continual culture of succession planning, leadership development and leadership (or the opportunity for leadership).

3 of the 6 participants directly spoke about the leadership culture that is found within their schools (Mr Hun (Green), Mr Fisher (Green), and Mr Cane (Blue), while the other participants (Mr Lead (Blue), Mr Man (Blue), and Mr Locks (Green)) alluded to the fact that the individual schools have a culture of succession planning, there are clear pathways to promotion given in both schools, and future leaders are groomed to take over positions within the school, as explained by the data. This school culture is explained by the participants in two aspects. Firstly, that is was directly related to their self-governed status, and is done to ensure that an internal person will fill a vacant post, and also to assist if a staff member leaves or falls ill. The favouring of internal promotion by the participants, as already discussed in theme 2, forms part of the schools' culture, as it allows someone with current knowledge of the position to take over the position for a smooth transition.

The second aspect of the culture in school Blue and School Green, as explained by the participants, is the practice of leadership development. The culture of leadership development is prevalent in the data, as it is referred to by all participants as per theme 1. Through this culture of leadership development, more opportunities are created for leadership at all levels of the school, and all staff have the opportunity to better themselves.

Mr Hun (Green) and Mr Fisher (Green) said that leadership development is important in schools to create opportunities for staff.

Mr Fisher (Green) explained:

> *With regards to the culture of leadership in the school, it's vitally important to [School Green] to keep upskilling teachers with regards to leadership on a continual basis through staff development.*

Mr Hun (Green) stated that the school is bound by leadership and so it is a shared responsibility of all teachers to assist with the governance of the school, and so in turn this shared governance aids the development of all staff. He also included that every person within the school has a form of leadership.

Mr Hun (Green) and Mr Cane (Blue) explained that the culture of leadership is very prominent in the schools. Mr Fisher (Green) reiterates:

> *The culture of leadership within the school is very strong and it's very important to the senior management team.*

Mr Fisher (Green) explained the importance of leadership:

> *The school is always looking to benefit itself and the staff. It's in their best interests and in the kids' best interests to continually improve and work on the development of your teachers, as well as your middle management and your senior management.*

These issues are consistently addressed in the literature (see chapter 2, section 2.2.2). Myung et al. (2011) reiterated this point by stating that a culture of succession planning can be beneficial, as it aids the development and identification of future leaders for the sustainability of the institution.

Hargreaves et al. (2003) wrote about sustainable leadership that leads to the improvement of leadership from one leader to the next. This continuous leadership is highly beneficial to a school as it builds leadership capacity, leading to teachers and middle managers being promoted within the school (Groves, 2007; Van Velsor et al., 2010).

Internal succession is said to create a positive culture that is vital to an organisation's success (Groves, 2007). For this to happen, a culture and the creation of opportunities for good leadership practices and development need to be instilled in a school (Van Velsor et al., 2010). Thus, the development and identification of leadership are directly related to a school's culture (Groves, 2007; Harris, 2013; Leithwood & Hallinger, 2012;

Williams, 2011). The culture of internal succession creates pathways for future leaders to follow, and thus puts them on an insider's trajectory (Wenger, 1998) to be favoured for a promotion. Leaders, who may be seen to be on a peripheral or inbound trajectory (Wenger, 1998), may move closer towards, and gain, an insiders trajectory through experience and leadership development provided within the school.

The thir aspect of the culture found in these schools is that of a culture of leadership development (see chapter 2, section 2.2.6). A culture of leadership development is important and there is an important relationship between teachers' leadership development and the culture of the school (Groves, 2007; Turan & Bektas, 2013). This relationship allows teachers who are willing and able to be developed to join the leadership ladder of the school to fulfil future leadership and management roles. Thus, school culture and leadership have a strong relationship, and are generally associated together as developing leadership has a positive effect on a school's culture (Groves, 2007; Leithwood & Hallinger, 2012; Turan & Bektas, 2013). These schools ensure that a leadership opportunity is available by allowing all levels of people at the school the opportunity to better themselves.

4.4.2 Theme 8: Self-governed schools have specific characteristics as Section 21 institutions

The next theme addresses the specific characteristics of Section 21 (self-governed) schools as unique and complex features within the school. In the view of all participants, the amount of work and effort put in by the staff strengthens the overall effectiveness of the school.

The second point raised by the participants on how the schools create development opportunities is how the appointments and promotions of a Section 21 school influence leadership, as well as a change in thought from an older regime and way of thinking (the 'old school') to a new age of ideas and systems. The participants also spoke of a lack of faith in the government to appoint the best person into a position of leadership at a self-governed school, and that these schools constantly need to change with the times. As explained by the data, this means that these schools are always looking at how leaders of the past (the old school) led the school, and are changing these systems and ideas as new leadership enters the school (new school).

4.4.2.1 Section 21 self-governed schools have greater responsibilities

The eighth theme addresses the specific characteristics of these schools and their implications for leadership development. Section 21 schools may have greater responsibilities placed on them due to the selected responsibility given to them to run the school with little assistance from the DoE. The complexity of school governance and administration, therefore, promotes leadership development within these schools.

The first characteristic identified by the participants is that their self-governed schools have greater responsibilities in the day to day running of the school, financial matters, budgets, etcetera, over and above what is required by the SASA (84) of 1996 for a self-governed Section 21 school. The participants allude to the fact that this means that a greater need for leadership is required and that their leadership must be of a quality that will meet these challenges. As explained by the participants, the need for better leadership has led to succession plans of identified leaders within the schools so that future leaders can be on different trajectories to promotion (as per themes 2 and 3). In addition, these self-governed schools seem to be complex. The word complex was used 23 times by all participants in the study and it seems to make up an important characteristic of a self-governed school. The participants stated that their self-governed schools are not mirror-images of any other school, and so require experienced leadership that understands their unique complexities. The data showed that due to this uniqueness and complexity, that; internal succession is preferred by these schools; the schools ensure that internal development of staff takes place and that these schools identify future leaders and put them on a path to promotion.

The first characteristic of these Section 21 schools having the greater responsibilities (as opposed to Section 20 schools), leads to the creation of more leadership opportunities, as explained in the quotes below.

Mr Cane (Blue) stated:

> *As a self-governing school, you are in the driving seat, you have the ability to direct the school to where it wants to go and you need to come up with creative ways of taking the school to where it needs to go. Whereas as Section 20 school is hamstrung because they've got certain constraints in which to work, and pretty much the department is running that school.*

It is noted that the respondents had an attitude of perceiving their school, a self-governed school, as being better than Section 20 schools and even better than other Section 21 schools. This perception perhaps arises from their understanding of a Section 21 school, in that they require better leadership, and are run better due to the increased responsibility given to a self-governed school.

Both Mr Hun (Green) and Mr Man (Blue) from each of the schools in the study explained the increased responsibility of self-governed schools.

Mr Hun (Green) said:

> *A state school just has to be there because the state just has to look after it so the responsibility falls on the state, whereas a self-governing school's responsibility falls on all the stakeholders within the school.*

Clearly, the greater autonomy of the Section 21 school (compared to a Section 20 school) places additional demands on leadership. Mr Hun (Green) explained that the future of the school relies on the leadership available to the school, and so the school needs to ensure strong leadership is available to create pathways and pipelines to higher management levels. Mr Hun (Green) also stated that a self-governed school requires more leadership:

> *It's very important because you are a self-governing school. Your success and your future is determined by the leadership in your environment. So that goes from top management, middle management to leadership within the classroom environment.*

Mr Cane (Blue) agreed:

> *Schools like ours function well firstly because of the Governing Body in place. Secondly, they know they are making a contribution to the school and they have a vested interest in the success of the school so leadership is not confined to just the staff. Everyone must see themselves as ambassadors.*

He also added:

> *So when we talk about leadership at this school the kind of leadership that we are looking for at this school is very unique.*

Mr Locks (Green) explained that it is not a job that anyone can do, and so people need to gain experience and insight to successfully run a Section 21 school, and so this leads to self-governed schools having better leadership available to them

Mr Locks (Green) stated:

> *In schools like this, you can see that is why they keep on being successful because there is a more democratic process and it's about getting the right person, the best person.*

The principal of School Blue (Mr Lead (Blue)) also explained that the ability of the school to make its own decisions was an important part of the leadership of the school:

> *Being a self-governing school, you can take things into your own hands and make things happen.*

The second point raised by the participants relating to the characteristics of the schools is that self-governed schools are complex and so need good leadership to function properly. Mr Fisher (Green) and Mr Locks (Green) reiterated the complexities of these schools and explained that because of those complexities, the need for internal succession, through leadership development and the creation of succession pathways, is created. Mr Fisher (Green) clarified:

> *A self-governing school comes with many complexities and therefore you need various roles within the complex school. So the leadership of various people in various roles is vital to a self-governing school purely because, like I said, it's such a complex place with many areas of interest and if you don't manage it with better people in those areas it would never function properly.*

Mr Lead (Blue) furthered the characteristic of the complexity:

> *You actually start to realize that there is no one that can do the job in a school like these Model-C schools. We are complicated organisations. They have got no idea. We are a mixture of a private and a public school. There are those private school demands that are placed on us as well and they will not cope if they are coming from a Section 20 school.*

Literature also aligns with the data where increased opportunity is because of the characteristics of a self-governing Section 21 school having greater responsibilities; better leadership; and being complex institutions see chapter 2, section 2.2). Nyambi

(2005) defined the characteristics of a self-governed school as per the SASA (84) of 1996. Self-governed schools are referred to as Section 21 schools that are allowed to charge school fees and have greater decision-making responsibilities by the SGB. The authors further explained that Section 21 status is granted to schools that have the experience and capacity to manage all the functions outlined in Section 20 and Section 21 of the SASA (84) of 1996. For the purposes of comparison, note that Section 20 schools are fully state-funded and are non-fee-paying schools in South Africa (Nyambi, 2005).

The understanding of these characteristics is also aided by the study of trajectories (Wenger, 1998) as the increased responsibilities, need for better leadership, and complexities of the institutions require strong leaders. This means that the best leaders are identified and placed in a succession plan and start the trajectory to climb the ladder. This may also explain why these schools see themselves as superior to other schools. Rivas and Jones (2015) highlighted that self-governed schools seem to be elitist and tend to want leaders from within their own schools to rise up and become the new leaders. In addition, the judgement is often made that Section 21 schools have better leadership in general compared to Section 20 schools (Grant, 2006; Lombard, 2007; Mestry, 2013).

4.4.2.2 The pressure to plan carefully for appointments, promotions, and the pressures for change

The participants identified the need for these self-governed schools to give constant attention to the issues of appointments and promotions to ensure that the school is keeping up with modern trends of education. The analysis indicated that these are accomplished by creating internal pathways and pipelines (the ladder) to aid internal succession; moving from role to role to master the skills that aid climbing the leadership ladder; and creating new middle management positions to combat the ever-changing complexities of Section 21 schools, as well as old school way of thinking from long-standing staff.

Staff members are funnelled through a range of responsibilities (as per theme 5) to prepare them for promotion. The reason for doing this is explained by both principals of the schools, who have lost faith in the appointment of staff by the DoE, as well in the practice of hiring externally, through a curriculum vitae and interview.

Apart from promotion, there is the creation of new middle management positions (as per theme 5) and the combatting of older views of ways of running the school. The development of new positions of leadership was explained by all participants in both schools. The development of new positions was seen as an 'old school versus new school' way of thinking. The reason for the development of new positions is explained in the data for two reasons. Firstly, that new types of positions are needed due to the fact of the modern complexities of these schools and the need to be continually improving and secondly, the previous promotions were said to be made for the wrong reasons, such as long-service. Thus, these new positions were created to allow more capable people into a position of authority. This issue has formed the need to create positions within the school that fall outside of the formal management positions of the state requirements.

In the first and second points, as in themes 2, 3, 4, and 5, the participants explained that the creation of an internal ladder of future leaders selected to take on additional responsibilities to prepare them for promotion created opportunities for leadership. Mr Locks (the principal of School Green) and Mr Lead (principal of School Blue) declared that if promotions are to be filled externally, then the current staff will not be motivated enough to better themselves, and the school. Therefore, internal succession and development of staff are favoured and aid the running of the school at a higher capacity.

Mr Locks (Green) explained this from the school's point of view:

> *It's not like someone else is going to shove someone in here and if it doesn't work then the Department carries the can. It's not the case at all. Appointments within this school are done through a process which involves the Governing Body, with the interests of the parents, of the staff and so on.*

Mr Locks (Green) further explained:

> *If you know that someone else is just making appointments, you are going to say why must I put the effort in? Why must I develop myself when I know they are going to bring someone in from somewhere else? But if you know you can get somewhere because of your own initiatives and so on, it's a fair process.*

Mr Lead (Blue) also shared similar sentiments of losing all faith in being able to identify a good candidate from a curriculum vita, nor an interview, and so prefers internal promotion as you know the person you are promoting. Mr Lead (Blue) explained:

> *90% of the applications you get through the State system, it's absolutely clear when you interview these people, they look good on the CV, but when you make the shortlist and you interview them, you actually start to realise that there is no one that can do the job in a school like these Model-C schools [self-governing schools].*

Due to the loss of faith in the state appointment system of promoting state-employed teachers in these self-governed schools, this problem has created the need for the development and internal promotion of current staff and a leadership ladder or pathway with additional responsibilities and roles.

Mr Locks (Green) explained:

> *If any of them want to become a Headmaster, they must realise that when they are in that position, and the things that they are actually doing at that stage are far less stressful, and far less in terms of responsibility than a Headmaster. So you have got to keep adding gradually and they will be stretched, and there will be times when they think they are not coping and they are taking strain, but it is through that stretching that they will eventually be ready to lead their own schools. If you weren't stretching them and suddenly they go to a school and they suddenly go from this position of only doing this much and to suddenly being stretched, ultimately the school will fall if they are not able to cope with that.*

The third point raised in the data explained that leadership is created because of the creation of new positions, and because of the combatting of outdated views of leading and managing the school. Mr Locks (Green) described:

> *When you talk about marketing, even with new positions created within that it changes very quickly because marketing ten years ago meant something completely different to what it means now because then it was about getting boys in, going to schools and giving talks. But now it is about your media, social media platforms, dealing with the press, dealing with Old Boys. A lot of things*

have come from that. So even some of the new positions are being developed more and more.

Mr Locks (Green) also claimed that the creation of positions internally has led to some of these positions being seen as higher in the management hierarchy than formal state management positions:

Sadly, the Form Heads in our school are rated higher than the HODs which is not right and only because I will come back to the point where the HODs are people who have been put there and I have inherited them because of their long service so they have not grown in their areas and it is not right to have others who are able to leave their areas and not give them the opportunity.

Mr Locks (Green) also explained the meaning of ensuring that outdated views on the leadership and management of these schools by talking about the difference between how the school was run in the past, and the modern governance required by these schools. Self-governed schools cannot be run as they were before to ensure the continual development and growth of the institutions:

It's important for us to get away from that because schools are becoming more than what they were before in terms of you arrive at school, you get taught, and you go home. In 10 years, any school that functions like that is going to be a poorly functioning school and they will not be attracting your better kids. You have to see your school in a different light and the only way is to get different ideas as to what you are bringing to a school.

All of the middle managers (four of the six participants) reiterated that the point of long service managers being promoted over a person who would do the best job (which would have a negative effect on the school) is becoming an idea of the past.

Mr Fisher (Green) stated:

The only problem is some people hit glass ceilings where you have HOD's that are stagnant in their position which stops the succession of those identified people in the pipeline. The problems come in where people get a bit frustrated in the waiting process and therefore move on to a position in another school.

Mr Hun (Green) also explained:

There wasn't in the past. It was more a question that someone identified you and they gave you a particular role whatever their feeling was on the matter. You could either do the job or perhaps you were a puppet for somebody else to control.

Mr Man (Blue) explained the creation of new positions:

Our problems are very complex now. It's not as simple as it used to be. So we need a number of different head spaces around. I think the idea of the directorship was to split some of the responsibilities. The school, relatively quickly, has got quite big so there was a need for more people at middle management whereas twenty years ago, marketing wasn't part of it.

Mr Locks (Green) gave examples of the new type of positions that may be required in a way of thinking:

In terms of going forward, I believe that with the education system and the sudden dramatic changes that are coming into education, there are going to be new positions that still do not exist within education and they are going to become critical in education.

Both principals of the schools gave the reason for the old school versus new school ideology that arose from the research, explaining that times have changed and that all facets of the school cannot be run as they were in the past.

Mr Lead (Blue) explained:

Everybody looks back at the old days with great fondness but in those days we had some pretty weak teachers and they were getting by without preparing lessons and getting off the topic with just talking, but nowadays the upper classes tend to be very motivated don't want their time wasted.

Mr Locks (Green) reiterated this:

Schools fifty years ago were meant to only teach you and get you into university. It was a case of getting the best marks possible. But the kind of world we are living in right now, half the jobs that exist today did not exist ten years ago. We have to realise that we have to prepare skills, and attitudes, not just the knowledge. Skills, attitude, values.

Mr Locks (Green) also explained:

You've got to see a school differently to when we were at school. And how hard is that for any adult especially in a conservative profession like teaching.

The participants defined why more opportunities are available for people to become better leaders. According to Wenger (1998), trajectories are leadership pathways that staff follow, and the categories they fall into in the different trajectories. Of these trajectories, an insider trajectory is favoured for promotion, in these Section 21 schools. This theory is relevant to this study, as pathways or pipelines have been found where staff members are funnelled through a range of responsibilities to prepare them for promotion. Hargreaves et al. (2003, p. 22) expounded that for successful succession to occur a person must "project leadership requirements, identify a pool of high potential candidates, develop leadership competencies in those candidates through intentional learning experiences, and then select leaders from among the pool of potential leaders".

The lack of faith in state appointments, the interview process, and curricula vitae explained why appointments by internal succession are favoured. The literature agrees (see chapter 2, section 2.2.4) with this aspect as internal promotion is favoured over promotion from an external source (Fink 2004; Fink & Brayman, 2006; Flintham, 2004; Courtney et al., 2013; Groves, 2007; Hargreaves et al., 2003; Rhodes & Brundrett, 2005; Townsend, 2011; Van Velsor et al., 2010). Hargreaves et al. (2003, p. 76) reiterated the point of internal promotion being favoured as incoming successors "did best when they were developed within and drawn internally from schools".

The participants made the point that choosing a leader because of long service, or because the principal solely feels they are the next person for the job, is not how to identify potential leaders. This is called tapping (Macpherson, 2014), which is similar to sponsored mobility (Myung et al., 2011). Sponsored mobility is when a principal identifies potential leaders, often in the absence of a proper succession plan and pushes them through the promotional ranks. Tapping is based on the identification of leadership competencies and characteristics of a candidate by the principal, who assumes the person can fulfil a particular position available (Myung et al., 2011). This shows favouritism and inequalities in recruitment and can be disadvantageous due to the best person for the job not being hired.

4.5 EMERGING ISSUES

This chapter was based on the presentation of the data that emerged out of the research conducted as outlined in the research design and methodology. The data allowed for the key research question of the study to be answered, as well as a greater understanding of the conceptual framework of trajectories (Wenger, 1998). The chapter also answered the sub-questions of the study.

The key research question provided in chapter one of this study were:

> How do school self-governed schools in South Africa create opportunities for the development of leadership in teachers?

Two sub-questions were also asked out of the key research question:

> What do self-governed schools do to create good leaders?

> How do self-governed schools create this opportunity for teachers to become better leaders?

As a basic summary of the findings of this study, the data provided the following answers:

4.5.1 The schools have various internal and external leadership development programmes that increase the leadership capacity of the staff.

4.5.2 The schools have an informal internal succession plan. This succession plan feeds off the leadership development provided to train up future leaders.

4.5.3 The identification of future leaders does not solely rely on leadership development. The identification of future leaders takes place through empowering certain staff that have been identified due to their commitment, initiative and ambition.

4.5.4 Empowering these staff also includes them being responsibly for additional tasks over and above their normal job description to gain experience.

4.5.5 Empowerment of the identified future leaders that are part of an informal succession plan is required due to the complex environment of the self-governed Section 21 schools, that it creates a shared responsibility between staff that more than one leader is required to run the school, and that the schools have many roles and responsibilities required to be done.

4.5.6   Turnover of staff also drives the demand for new leadership.

4.5.7   These self-governed Section 21 schools have a ladder culture of placing people in positions and training them through experience to be able to take the next step on the ladder.

4.5.8   The Section 21 status of the self-governed schools in South Africa creates the need for leadership development and succession.

In the next chapter, a summary of the findings will be given, and a final conclusion of the study provided. Recommendations will be presented for future studies on the topic.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented and discussed the data that emerged from this study. This chapter will summarise the study, and give the conclusions and recommendations that have emerged, based on the data in terms of the key research question, and sub-questions, raised in the first chapter.

The key research question of the study was:

> How do self-governed schools in South Africa create opportunities for the development of leadership in teachers?

From this question, two sub-questions were proposed:

> What do self-governed schools do to create good leaders? And,

> How do self-governed schools create this opportunity for teachers to become better leaders?

5.2 SUMMARY OF THE STUDY

Chapter One

The first chapter of the study served to introduce the reason for the study, and my personal interest in the creation of the succession pathways that aid teachers to climb the ladder in management positions internally within their self-governed schools. The background to the study and the supporting literature on leadership and management was outlined.

It was evident in the literature that a lack of effective leadership in schools has a negative effect on a school's performance, whereas, effective leadership increases performance in schools (Bush, 2007; Bush, 2008; Leithwood & Hallinger, 2012; Lombard, 2007; Mampane, 2015; Maringe et al., 2015; Matseke, 1998; Mestry & Singh, 2007; Naicker et al., 2013). Self-governed schools tend to have better leadership and performance over Section 20 schools overall (Grant, 2006; Lombard, 2007; Mestry, 2013).

This study pursued the question of why these self-governed schools seemed to have better leadership available to them. Rivas and Jones (2015, p. 2) provided a possible answer that is followed up strongly in the data analyses, when they stated that the "keys to success in any organization is having a leadership training program that provides a conduit into a promotion or administrative position … leadership training programs identify and recognize talented employees before the competition can lure them away". This conduit allows the introduction of succession planning in schools that develop and train staff internally for future management roles. The word conduit also alludes to the term of climbing the ladder in this research title.

Other terms were introduced that aided the explanation of climbing the ladder, such as pipelines (Groves, 2007; Myuang et al., 2011); stepping stoning (Macpherson, 2014); similar to sponsored mobility by Myuang et al. (2011); tapping, also known as contest mobility (Myuang et al., 2011); and growing one's own leader (Rhodes & Brundrett, 2005).

Following chapter one, the problem statement was provided. There is a lack of leadership found in South African Section 20 and Section 21 (self-governed) schools that have a negative effect on the education system of the country (Badat & Sayed, 2014; Lam et al., 2011; Motala et al., 2015). Some schools, however, whether Section 20 or Section 21 schools, were found to have an abundance of leadership (Naicker, et al., 2013). This study examined how self-governing schools ensure the continual availability of competent leadership, that is probably superior to other schools, according to literature (Grant, 2006; Lombard, 2007).

The significance of the study was to deduce what these self-governed schools are doing to ensure a high level of leadership is continually available to the schools.

The objectives of the study were outlined and aligned with the critical question and the sub-questions highlighted earlier in the chapter. The objectives of the study were based around 'if' these schools do have superior leadership, then 'how', 'what', and 'why' these self-governed schools ensure it continues.

Key terms were then introduced to aid understanding of certain words and make them more pertinent to the study.

Finally, the limitations and delimitations, and the outline of the study were provided.

Chapter Two

In chapter two, the literature was reviewed to aid the understanding of key concepts of the study, and the critical framework of trajectories (Wenger, 1998) was introduced. The concepts reviewed in the literature were divided into six sub-sections of literature, which included:

The Concepts of Leadership and Management in the Context of the Study:

The concept of leadership and management were discussed as the study ultimately deals with these two concepts. Definitions were provided of both with the acknowledgement through the literature that both concepts are intertwined (Leithwood et al., 1999; Gunter 2004; and Shahrill, 2014.). It was then explained that due to this in this study reference will mainly be made to leadership, but when this is done, the management function of the school is also included.

The positive effect of leadership and management was said to have an important impact on the success of running a school (Bush et al., 2011), and that this is ultimately the principal's responsibility (Ali & Yangaiya, 2015; Barr & Dreeben, 2012; Bush & Middlewood, 2013; Bush et al., 2011; SASA, 1996; Grobler et al, 2012; Spillane, 2012; Townsend, 2011). A lack of literature was, however, existed on the topic of the importance at other levels, such as middle management, as this study ascertained (De Boer et al., 2010).

Succession and the Role It Plays in Providing Continual Leadership, and the Ability to Climb the Ladder:

Leadership succession was said to be important to the workings of a school, the rise of middle managers into higher positions, and continual school improvement (Fink 2004; Fink & Brayman, 2006; Flintham, 2004; Rhodes & Brundrett, 2005, Townsend, 2011). The term succession was important to the study as it dealt directly with the term of climbing the ladder. Succession was defined, and the term climbing the ladder used in this study was linked to literature pertaining to similar other terms, namely: leadership pipelines (Groves, 2007; Myuang et al., 2011), stepping stoning (Macpherson, 2014), sponsored mobility (Myuang et al., 2011), tapping, also known as contest mobility (Myuang et al., 2011), and growing one's own leaders (Rhodes & Brundrett, 2005).

Leadership development that aids succession in schools was also found to be poorly documented in literature (Fink & Brayman, 2006; Hargreaves et al., 2003; Rhodes & Brundrett, 2005). Internal succession was discussed and compared to external succession, with internal succession preferred to ensure leadership sustainability, and the recognition and identification of staff with strong leadership capabilities (Myung et al., 2011; Rivas & Jones, 2015). Sustainable leadership through the identification of potential leaders placed in a succession plan was said to be vital as "All the care in the world that is given to the succession planning process will yield few benefits unless there is a deep pool of leadership talent" (Hargreaves et al., 2003, p. 85).

A continual culture of leadership within a school was also said to be beneficial as it aids succession planning, and ultimately the future of the calibre of leadership within the school. Margolin (2013, pp. 77–78) explained that "Sustainability maintains that leadership is an ongoing process leading to continuous improvement … and aims at creating the succession of leaders for future generations". Literature explained that it is important that these self-governed schools have a sustainable leadership culture practised throughout the school (Groves, 2007; Van Velsor et al., 2010), and that must be created through the development of leadership to increase leadership capacity. This leadership development cannot be a single, isolated occurrence or done only when it is deemed necessary (Day, 2015; Groves, 2007; Harris, 2013, Leithwood & Hallinger, 2012; Van Velsor et al., 2010).

The Concept of Self-Governed Section 21 Schools as Used in the Study:

The term of a self-governed school in a South African setting was important to be understood in this study. A self-governed school in South Africa are also referred to as Section 21 schools, fee-paying school, or former Model-C schools. The study was set in two South African self-governed schools where leadership is seen as better than in Section 20 schools that are state-funded and non-fee-paying (Grant, 2006; Lombard, 2007; Mestry, 2013). This notion also follows through internationally where self-governed fee-paying schools are said to perform better than state-funded and governed schools (Grant, 2006; Jansen & Taylor, 2003; Lombard, 2007; Maringe et al., 2015; Mestry, 2013; Mestry, 2014). This point was important to the study as it sought to enquire why self-governed schools generally have better leadership as per the literature.

<u>Identifying and Defining Future Leaders in Schools as an Important Point of the Study:</u>

Future leaders, or middle managers, were a point of interest in this study as they were seen as the teachers that would make up parts of a succession plan and have their leadership developed. The literature stated that middle managers may have more of an influence over a school's performance than the senior managers in the positions above as they often create the vision and opportunities that shape senior managers vision (Ren & Guo, 2011; De Boer et al., 2010).

The identification of future leaders was also important to the study as it complements the notion of internal succession. Internal succession was noted as preferred because of various reasons, namely innovation, fresh ideas, the loss of a leader that was ineffective anyway, continuity, or where a new direction for the school was seen to be needed (Béteille et al., 2012; Rhodes & Brundrett, 2005); that an external promotion was challenging, whereas internal promotion will maintain inbound and outbound knowledge, and build on current known goals of the school (Fink and Brayman, 2006; Hargreaves et al., 2003); and instability within the school, and a loss of knowledge with regards to the school's traditions and culture (Béteille et al., 2012; Hargreaves et al., 2003). Courtney et al. (2013) reiterated these points by stating that leadership development is vital to aid and benefit internal succession by developing potential leadership talent.

<u>Increasing Leadership Capacity Internally to Aid Succession: Leadership Pipelines, and the Enhancement of Leadership Development:</u>

The notion of climbing the ladder in the title of this study refers to the idea of a systematic succession of promotion through the hierarchy in a school. This notion is referred to under different terms in literature, such as leadership pipelines (Groves, 2007; Myuang et al., 2011and growing one's own leaders (Rhodes & Brundrett, 2005). These different terms were examined and explained further in section 2.2.5 of chapter 2.

<u>Characteristics Needed to be Identified, and Possess, to Become a Potential Leader in a School:</u>

Rivas and Jones (2015, p. 3) stated that "education leaders want to accomplish goals that matter, inspire others to join them in working toward those goals and leave a

lasting legacy". Taylor et al. (2011b, p. 85) also explained that the "extent to which teaching careers offer continued advancement as well as opportunities to contribute to the quality of education is important for the recruitment and retention of highly qualified and motivated professionals". O'Rourke and Burrows (2013, p. 1) stated that "leaders need a range of personal characteristics and a degree of role clarity if they are to effectively influence". These points are important in attempting to understand the characterised required to be identified and accepted as a future leader in a school.

The Conceptual Framework

The conceptual framework was then provided for this exact study. In the study *Communities of Practice*, Etienne Wenger (1998) introduces five trajectories of leadership. Three of the trajectories (peripheral trajectory, inbound trajectory, and the insider trajectory) helped conceptualise the phenomenon of succession pathways for future leaders being researched in this study. Trajectories (Wenger, 1998) were seen as appropriate for this study as they offered a "sophisticated stage theory that provides insight into the transition process from one leader to another for both the leaders involved in the transition as well as the school affected" (Fink & Brayman, 2006, p. 66). Fink (2004, p. 13) stated that trajectories are a "useful way to examine career stages of leaders is through the concept of 'multiple trajectories' described by Etienne Wenger (1998)".

The conceptual framework section of chapter two was divided into three sections, and included the following:

Trajectories Concepts Explained: Trajectory, Identity, Community, and Insider.

This first section explained the different trajectories and concepts and concluded that an insider trajectory best explained the phenomenon being researched in this study. The main concepts discussed included trajectory, identity, community, and insider.

In short, the community is the school environment and space, including all people that are linked to the school. A trajectory is how the community views a person within the community with regards to their identity. The person's identity, "reflects our journeying within some communities … incorporates the past and the future into the experience of the present … provides directions, aspirations, and projected images of oneself that guide the shaping of the trajectory going forward" (Wenger, 2010, p. 5).

The ultimate goal of Wenger's (2010) theory, and how it applies to this study, is that a person needs to become an insider in order for them to be fully accepted by the community, and so ready and expected to climb the ladder and be promoted to a higher position. Hargreaves et al. (2003, pp. 31 - 32) explained the terms of becoming an insider as:

> *"Identity formation is the result of the interplay between one's identification with a community of practice and one's ability to negotiate meaning within that community. The capacity of principals to identify with their schools (and the school's staff to identify with them) … affects the principals' trajectories and therefore their identities in relationship to their schools as 'communities of practice."* Hargreaves et al. (2003, pp. 31 - 32)

<u>Trajectories Explained: The Peripheral Trajectory, Inbound Trajectory, and the Insider Trajectory.</u>

The second section uses the literature on the trajectory theory to show how they could aid explain how and why succession pathways are created in self-governed schools. The definition of these trajectories used in this study include:

PERIPHERY TRAJECTORY: Potential leaders who are leaders promoted from an outside perspective of the community or school, or possibly have just begun employment at the school. They are not viewed as insiders or as a likely future leader candidate.

INBOUND TRAJECTORY: is based on "what type of experience potential leaders require" (Fink, 2004, p. 14). They can be seen as accepted into the community from a peripheral trajectory and so is identified as a possible future leader. Wenger (1998) expounded that a person on an inbound trajectory may join a community or school as a person who may become fully active in the practice and running of the school. They have the possibility of taking up a higher position within the school in the future and therefore becoming a leader (Fink & Brayman, 2006; Wenger, 1998).

INSIDER TRAJECTORY: These potential leaders are said to grow and develop over time as they become fully accepted insiders of the community or school (Fink, 2004; Fink & Brayman, 2006; Hargreaves et al., 2003). Hargreaves et al. (2003) further wrote that internal succession is a way of combining insider trajectories. Fink (2004, p. 15) favours internal succession from an insider trajectory by saying that it "is from within a

community of practice that leaders are at their most effective". A person on an insider trajectory would thus be ready for promotion and would be considered by the community as the next person in line to be promoted.

<u>Trajectories and the Concepts of Climbing the Ladder Through the Creation of Succession Pathways and the Identification of Future Leaders.</u>

The third section combines Wenger's (2010) theory of trajectories to this studies concept of climbing the ladder, and other succession terms used in literature such as pipelines and growing one's own leaders. It also linked points 2.2.1 to 2.2.6 of chapter two's literature review of important concepts to the theory of trajectories.

This section links three of Wenger's trajectories (2010), namely the peripheral, inbound, and insider trajectory, and how they can be used to explain the phenomenon researched in this study of the internal movement of leaders up the ladder into promotional positions. In short, a person would begin or start at a school on the peripheral trajectory. The person would then start to be accepted by the other staff in the school by proving oneself to be competent in various tasks within the school. If identified as a possible future leader, the person would then move into an Insider trajectory where different responsibilities and experience would be gained until the person is perceived by the community to be a complete insider, and worthy of promotion over the other potential leaders in the school. Once the person has been accepted as a complete insider, and thus on an Insider trajectory, they would be able and expected to be promoted into a position above if available.

Chapter Three

Chapter three outlined the research design and methodology utilised in this study. The study is qualitative and is located in the interpretive paradigm. The multiple case study methodology was used and was set in two self-governed (former Model-C) schools. Participants were chosen who were rich in knowledge and understood to be part of the phenomenon in question in this study. This sampling was done by using a concept case strategy where the principals of each school were used as they were seen to hold the most knowledge. Snowballing was then utilised by asking the principals of the chosen schools to identify other prime participants who may be experiencing the phenomenon in question.

There were six participants from two schools (two principals, and four middle managers). The research took the form of a face-to-face semi-structured interview style, with the use of a pre-determined interview schedule. Data were generated in the field, and transcripts were transcribed verbatim from recordings of the interviews. Access was granted to the research site by the means of letters of permission given from the relevant school gate-keepers, as well as the KwaZulu-Natal Department of Education, for permission to conduct research in two of their schools. Permission letters granting access were provided and approved by all gatekeepers.

Later in the chapter, the data analysis methods utilised in this research is provided. The data analyses took place using the inductive analysis approach allowing for the systematic and comparative emergence of data in the form of analytical categories from the reality explained by the participants. All ethical issues and trustworthiness were then presented that were observed in the study. Lastly, the limitations and deliminations of the study were outlined at the end of chapter three.

Chapter Four

Chapter four included the presentation of key findings that incorporated all the emerged data and findings, as well as information on the profiling of the schools and their participants were provided. The emergent data was presented under two headings, with each of the two headings then including a total of eight different themes that emerged from the data, and each theme included different points pertinent to each theme. The answers of the participants were recorded and transcribed verbatim to authenticate each theme. Literature, where possible, was provided to authenticate the data generated for each theme.

The findings of each theme have been summarised below:

THERE IS LEADERSHIP DEVELOPMENT IN THE SCHOOLS

This study examined the opportunities for the development of leadership in self-governed schools. The findings revealed six main themes that both schools carry out that to ensure they create good leaders. These six themes include:

Theme 1: Leadership Development Takes Place

Leadership is vital at the schools, and the findings of the study are that leadership development takes place in various forms and is seen to be predominately internal,

and often informal in that the leadership development may be done in a discussion, meeting, or through actions, and not in a formal training session. These are vitally important aspects as viewed by the schools. Different development programmes are used to create opportunities for leadership development that include internal workshops and courses as a comprehensive type of development for all staff. However, more prominent and favoured in the schools has been an informal leadership development that takes place through gaining experience by being allowed to lead in many positions, but also includes fostering relationships and informal mentoring from people in higher positions.

This finding mainly takes place for middle managers and is continual through their workings at the school. Additional findings include that leadership development is used to increase the leadership capacity of staff, and so create opportunities for aspiring leaders to have the skills to be promoted. Included with leadership development at these schools is that through the informal leadership development taking place, a knock-on effect creates further leadership opportunities, and so the staff member is continually being developed.

Theme 2: There is an Internal Succession Plan

A succession plan was prominent in both schools and is seen as an informed, informal, and internal way of grooming future leaders and providing opportunities to better develop leadership. Succession plans were in place to ensure continual leadership within the schools to replace an outgoing leader with someone internally who already knows and understands details about the position, the culture, and the workings of the school. The finding also included that the participants felt that the outcome of a succession plan was that people are groomed and trained through different management areas and tasks, and this leads to one of the ways that opportunities are created to develop leadership within the individual for the school.

Theme 3: Identification of Future Leaders From Leadership Development

The identification of future leaders is done internally and provides the opportunity to be developed. Further development is carried out as a path of tasks that creates the opportunity for these leaders to better their leadership development capacity. It was found that a type of informal identification takes place continuously. The succession

plans are informal and informed, they are internal, and being part of a succession plan means you are groomed for a leadership position.

Theme 4: Commitment, Initiative and Ambition Are Key Factors in the Identification of Potential Leaders

The specific characteristics and traits of a future leader are ways of identifying leaders to be additionally developed. The characteristics found include altruistic ambition and initiative; the need to be identified versus putting your hand up; and people skills, communication and relationships. This identification is also seen to be continual and carried out through various aspects, positions, and activities within the school.

Theme 5: Exposure to Additional Tasks Is Empowering

The next finding of the study on how opportunities are created to better leadership is that teachers are empowered and this creates an opportunity for them to be developed through their experiences gained. The experience gained is a result of being empowered, and this aids the development of a future leader. Empowerment was found to be prominent in the schools because the environment is so complex that a shared responsibility of leadership is required, and so many roles and responsibilities are created.

Empowerment was found to be how the schools create opportunities for leadership by putting future leaders on a trajectory of leadership through empowering them to gain experience in various tasks. Empowerment is also used in the schools as a system that assists the principal, who may not be able to complete all functions of an increasingly complex environment. This assistance increases leadership competency and the experience gained in the role of a higher position. It trains an individual for a future position, and thus a further opportunity for leadership within the school.

This theme was explained using four main headings, namely: One, empowerment is encouraged. Two, empowerment is needed because of the complex environment. Three, empowerment creates a shared responsibility. And four, the schools provide many roles and responsibilities.

Theme 6: Turnover Drives the Demand for New Leadership

The negative aspect of turnover in these schools is a reason why there is more of an opportunity for teachers to become better leaders in self-governed schools. This may

be in a particular position on a succession pathway to a higher position within a particular institution, or to another job at another institution. It was found that the positive aspect of creating good leaders (by self-governed schools) makes certain staff more attractive for positions outside of the school, and so staff on the ladder, and in the succession plan may leave. Turnover is not only negative. Positives to staff turnover include stagnant staff members leaving and new ideas being brought in by external staff. Also, a staff member leaving for another position at another school can be a measure that the programmes in place at the current school for developing leadership is working properly.

CHARACTERISTICS OF SELF-GOVERNED SCHOOLS DRIVES LEADERSHIP DEVELOPMENT?

Themes 7 and 8 were placed after the heading of what characteristics of the self-governed schools motivates leadership development as a core question regarding the opportunities for the development of leadership in self-governed schools. The findings revealed two main themes to help understand what these self-governed schools do to drive leadership development. These two themes include:

Theme 7: Self-Governed Schools Have a Ladder Culture

This theme was explained using three headings, namely: Self-governed schools have a ladder culture. A ladder, pathways, or pipelines of succession create more leadership opportunities, and, a culture in the school leads to the creation of more leadership opportunities.

The findings of the study of the culture of the schools include that the schools create a ladder (as used in the title of this study), pathway or pipeline of succession that in turn creates more leadership opportunities for teachers within the school. The ladder is an informal succession plan structured through roles and responsibilities to train members for the next job available. These responsibilities include formal management structures, as well as new positions or titles. These positions help identify future senior leaders and place them on the ladder.

In addition to these findings, the culture of the schools includes one of leadership, that leads to the creation of more leadership opportunities through continual succession planning and leadership development. There were clear pathways to promotion evident in both schools, and future leaders were groomed to take over the positions

within the school. The reasons found for why more opportunities are created to become a better leader included three aspects. The findings have indicated that the culture of these self-governed schools has a leadership ladder in place, a culture of leadership that creates more leadership opportunities, and that as self-governed Section 21 schools they have more opportunities for leadership due to the selected autonomy provided to these schools as per the SASA (84) of 1996.

Theme 8: Self-Governed Schools Have Specific Characteristics As Section 21 Institutions

Self-governed schools in South Africa have particular characteristics as Section 21 schools under the SASA (84) of 1996. This allows the schools to have more autonomy over the running of the school than state-run Section 20 schools. This theme was written using two headings, namely: One, Section 21 self-governed schools have a greater responsibility. And two, the pressure to plan carefully for appointments, promotions, and the pressure for change.

Section 21 schools are found to be complex and unique in contrast to other Section 20 schools, which creates a need and an opportunity for staff to become better leaders. The findings also include that due to these characteristics of uniqueness and complexity of the schools, internal promotion is favoured over filling a position with an external candidate and so the schools prefer to breed their own leaders within the school to be promoted into available positions. This is because external prospective employees may not have the capabilities to fill a position adequately due to the uniqueness and complexity the position carries. The need for better leadership has led to succession plans of identified leaders within the schools so that future leaders can be identified for different trajectories to promotion.

Another finding of the study was an issue with a lack of faith in the state to appoint the best person into a position of leadership, which motivates internal succession of leadership.

The complex environment and uniqueness of the schools have also led to a 'new school' way of thinking over the 'old school' way of doing things. This has created new positions within middle management to combat the changing times, as well as to combat old ways of thinking by staff in positions of power. A general finding from both schools is that new positions are created to combat the lack of ability of a state-

appointed position who may be incompetent, and so the job is done by someone else who may not have come through the ranks but is the best person for the job.

5.3 CONCLUSIONS

From the findings of this study, I conclude that the self-governed schools used in the study have a definite informal leadership succession plan that focuses on the internal development of staff employed at the institutions. This has come about because of the importance of a culture of leadership within the schools. Climbing the ladder, as the term used in the title of this research, is a concept utilised by these schools to develop future leaders for future roles within the school. The ladder is a type of informal path or journey that identified possible future candidates for higher positions to follow through a range of roles and responsibilities. These roles and responsibilities lead to further training for higher positions for the candidate who has been identified. This is seen in a positive light as leadership in self-governed schools in South Africa is seen as better than in some other types of schools, and has led to self-governed schools being seen as better options for a better education over other schools. A reason for this can is that the internal training and grooming of future leaders has created a pool of talented individuals who continue taking the schools from strength to strength and success. This continuous stream is created to ensure that the next leader already understands the culture, ideologies, and vision of the school. This means a specific and unique leader will be required that understands these terms already, and will mostly and preferably come from, and be groomed internally to take up the promotion position.

The conclusion of this study is also strengthened by its conceptual framework of trajectories by Wenger (2010). Three of the trajectories (peripheral, inbound, and insider) aid the finding of the study in that they help understand the ladder theory of the movement of a person from being in a lower position, or starting on a post level 1 teacher position, through to gaining small leadership roles and experience in the process, that eventually allows them to be identified, and accepted by the rest of the staff as someone who they trust and expect to lead them in a higher position, or the ultimate position of principal.

Chapter four of the study provided 8 themes that emerged from the data of this study. These themes were:

Theme 1: Leadership development takes place.

Theme 2: There is an internal succession plan.

Theme 3: Identification of future leaders from leadership development.

Theme 4: Commitment, initiative and ambition are key factors in the identification of potential leaders.

Theme 5: Exposure to additional tasks is empowering.

Theme 6: Turnover drives the demand for new leadership.

Theme 7: Self-governed schools have a ladder culture.

Theme 8: Self-governed schools have specific characteristics as Section 21 institutions.

These themes link to the conceptual framework of the study, and so strengthen the conceptual framework used, as well as the findings of the study. The explanation below will link the themes with trajectories:

Theme 1 explained that development programmes were used within the school to create opportunities for leadership development for staff. This leadership development was favoured to take place through gaining experience, as theme 5 explained of exposure to additional tasks, by leading in different positions and activities, building relationships, and mentoring. This in turn increased an individual's leadership capacity, created opportunities for aspiring leaders to gain the experience and skills to be promoted, and created a knock-on effect of additional leadership opportunities being available. Wenger's (2010) trajectory theory explains the movement of a person from a peripheral trajectory, to be more accepted by the community, and moving to an inbound, and eventually, an insider trajectory, where they are accepted and trusted by the community as a total insider. For this to happen the person would need to gain experience and show competence (theme 1 and 5) to other staff members that they are worthy of being accepted. This would happen through increasing their leadership capacity, having positive relationships with other staff, and being mentored to learn the intricacies of a higher position. This acceptance by the staff member correlates with themes 3 and 4. Theme 3 explained that future leaders are identified, and so

recognised by other staff members, through leadership development. This will aid the person being accepted by the community and joining an inbound, or insider trajectory. Theme 4 explained the types of characteristics required to be identified as a future leader. These characteristics explain why a person would be chosen by other people in the community to be accepted, move to become a true insider and be on an insider trajectory to be promoted, as the characteristics fit the person chosen to be promoted.

Wenger's (2010) trajectory theory also explains a path of a person being accepted from a periphery trajectory to the ultimate trajectory of an insider. This path correlates with theme 2 of a succession plan where staff can enter the ladder, and climb it, through the different trajectories, until they reach the insider trajectory and be accepted by the community to be the best person for the promotion position. Theme 7 explained the ladder culture found in the self-governed schools where pathways or pipelines of succession are created by a culture of leadership opportunities through the school.

Themes 6 and 8 explained the features of these self-governed schools and the intricacies of how they are run, and how the turnover of staff creates leadership positions that need to be filled. A link between Trajectories (Wenger, 2010) and this study is made in that each trajectory can be compared to the steps or platforms when climbing a ladder symbolising the rise of a person in the management ranks, and the physical movement or climbing between these steps or platforms being the points and characteristics required to reach the next step. Thus, due to turnover, these self-governed schools prefer to develop their own leaders internally to full positions that become available to ensure a continuation of leadership and vision with the school that creates a continual succession plan of people on different trajectories climbing the ladder, ready to take the next step when needed, to ensure the smooth and successful running of the school.

In addition to the research findings being strengthened by the conceptual framework of the study, the findings also align and answer the research questions stated in chapter 1 of this study. Details of this are as follows:

Key Research Question findings: How do self-governed schools in South Africa create opportunities for the development of leadership in teachers?

Firstly, a generalised informal development programme for all staff, and informal leadership development for middle managers and future leaders, takes place internally

as an important and continual aspect of the school. This in turn creates opportunities to develop leadership and creates a 'knock-on' effect of having the individual leadership capacity of staff increased, which in turn also increases the institution's leadership capacity available to it as a whole.

Secondly, a succession plan is in place within the school. This succession plan is informal by nature but it is understood by staff and informed to certain middle managers. The succession plan takes place internally to fill internal posts with internal people within the institutions. The succession plan also allows certain individuals who are identified to be groomed for future positions.

Sub-questions findings: What do self-governed schools do to create good leaders? And, how do self-governed schools create this opportunity for teachers to become better leaders?

Possible future leaders are identified to be developed further. This identification is done by gauging the staff member's performance in different roles and responsibilities. The identification also takes place for staff members who show particular characteristics, such as an altruistic ambition and initiative; being an ambitious potential leader who wants to be identified; and having people skills that include communication and relationships with other members.

Furthermore, empowering staff leadership is developed. Empowerment in the schools has come about because of the complex and unique environments of these schools, and so a shared responsibility is found where the principal is unable to run the school alone. This shared responsibility has allowed for the creation of more or new positions that are filled by internal staff. This adds roles and responsibilities that develop leadership in staff members through the experience gained by being responsible for a higher position or role.

It is in these schools' culture to develop leadership. The culture of leadership has led to the importance of succession planning. In turn, the creation of a ladder, pathways or pipelines of succession creates more leadership opportunities.

Secondly, by definition, a self-governed school in South Africa that has Section 21 status according to the SASA (84) of 1996 has more responsibilities and selected autonomy is granted to the schools to self-govern. This means that the schools require more and better leadership to run successfully. The Section 21 status also allows the

schools, through their governed body, to appoint and promote staff. The complex and unique environment of these schools has led to them preferring to fill available posts from staff within the institution. The schools have also identified the need for the right person for a position, over the promotion of the next person in line. The loss of faith in the believing of, as well as using a curriculum vita to know a person's potential for an external state appointment have also led to the creation of a succession pool or ladder of internal staff to fill these positions, over external state employees.

The turnover of staff was also found to be the reason for creating more opportunities for leadership to replace outgoing staff members with internal candidates.

5.4 RECOMMENDATIONS

The following section will provide recommendations for two different sectors, namely educational stakeholders (5.4.1 – 5.4.3), and future researchers studies on the topic of this study (5.4.4 – 5.4.5).

The following recommendations have implications for all education stakeholders.

5.4.1 Recommendation one – create a culture of leadership

A culture of leadership needs to be instilled in all types of schools, with priority on Section 20 and Section 21 schools of the SASA (84) of 1996 who are underperforming. A Green Paper (a prelimary paper issued for discussion by the government) should be drawn up by the relative authorities in the South African DoE, and input from knowledgeable institutions and people should be asked for. The Green Paper can then be vetted and adapted into a practical plan for the implementation and education of bettering the leadership in South African schools, and the start of leadership culture in the education schooling sector.

A White Paper can then be written on the matter, and a course of action set out to include leadership training, and its importance, in the SASA (84) of 1996.

Included in the goal of instilling a leadership culture in all schools, so should training and leadership development be provided for SMTs in all schools to aid them in developing leadership development programmes in their individual schools, and the importance of empowerment in these leadership development programmes. The

programmes must be based around the leadership needed in the individual school, and not a generic type of leadership for all schools.

5.4.2 Recommendation two – implement succession planning

Included in the above recommendation, individual schools must understand the culture of leadership and the school's ideologies required for their single school. Each school will be different and will create its own culture of leadership. Once this culture is identified and created within the school, it is imperative that each school begin a form of a succession plan that will aid internal staff to be promoted within the school. This in turn will aid the cultural identification of the individual school to grow with regards to leadership, and the school will develop its own identity of leadership within the school. This means that a person promoted into a higher position will already know and understand the needs and workings of the school, and thus should be more successful in the bettering of all aspects of the school, and moving the school forward successfully.

5.4.3 Recommendation three – a leadership academy

This recommendation is closely linked to the first two recommendations. Through succession planning and leadership development, so the individual school can run workshops and training pertinent to the particular school's requirements, and so better the leadership capacity of all staff, and the school. Through this, the identification of future leaders in the school who have the ability, drive, and knowledge about certain outlined aspects of the school can be selected, and a leadership academy linked to the succession plan can be started to increase development and empower certain staff who are seen as possible future leaders. From here, the identity of the culture of leadership would have been formed, and so be continuous, as people are constantly promoted and identified into a succession plan, and leadership academy. This would then allow the betterment and growth of each school, as in-house succession through a culture of leadership would aid the sustainability of competent leaders to secure the future of the school.

The following recommendations have implications for future studies regarding this topic:

5.4.4 Recommendation four – utilisation of self-governed (Section 21) and state governed (Section 20) schools

This study only looked into two schools of a similar area and social-economic background, with both being self-governed, Section 21 schools in South Africa. The study also only drew its conclusion from data drawn from the principal, and three other participants in middle management at each school, making a total of six participants. It would be beneficial for future studies to look into both self-governed Section 21 schools, and state-run Section 20 schools in order to view leadership in both schools.

Included in this, it would be beneficial if a study included performing and underperforming schools that both have Section 20 and Section 21 self-governed status to be able to deduce the need for, and impact of, leadership on these schools.

5.4.5 Recommendation four – broader utilisation of sampling of participants and schools.

Future studies would also benefit from drawing data from more participants involved in the process, such as more post-level one, two and three staff members, as well as circuit managers and district managers, who will have an outside view and knowledge of how leadership, or the lack thereof, is affecting the particular school.

A greater sample number of schools and middle managers would benefit future studies to ensure that the data collected has the same outcome over more schools. The sampling can also include a more neutral gender and race participation to ensure views are agreed upon. A sampling of Section 21 schools from varying socio-economic backgrounds would benefit the study as a broader sample size of participants and schools in varying situations regarding leadership availability would be available.

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APPENDICES

Appendix 1: Ethical Clearance Letter

UNIVERSITY OF ™
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

████████████

██████████████████

Dear Mr Webber

Protocol reference number: ████████████
Project title: *'Climbing the ladder':* Leadership succession through the development of teachers in self-governing schools.

Expedited Approval

In response to your application dated 09 September 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**

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

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

███████████████

/px

███████████████████████

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 **Facsimile:** +27 (0) 31 260 4609 **Email:** ximban@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za

1910 - 2010
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Founding Campuses: ▬ Edgewood ▬ Howard College ▬ Medical School ▬ Pietermaritzburg ▬ Westville

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Appendix 2: Letter to the Department of Education

<div align="right">
████████████
Circuit manager
KZN DoE
6 Acton Road
Glenwood
4001
</div>

Dear ██████████,

RE: RESEARCH STUDY ON LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN SELF-GOVERNING SCHOOLS.

I have registered to read for my Masters of Education at the University of KwaZulu-Natal (Edgewood Campus). For the purpose of completing my degree, I am conducting a research project named, *"'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools."*

My study will be qualitative in nature by questioning the principal and two staff members at local schools.

I am requesting permission to conduct this study from the Education Department. Please find attached my research proposal detailing the study to be conducted. I am sure that this will answer any questions that you may have. However, please do not hesitate to contact me if you have any further queries concerning this subject.

I am looking for a formal letter from you granting permission to conduct the study. I will need to attach this letter to my research proposal and ethical clearance form in order for the University and ethics committee to consider my proposal. I have attached a generic letter that you can adapt on a DoE letter head and sign for your convenience.

If you have any questions please do not hesitate to contact me on the details below.

Yours sincerely

MR RC WEBBER
████████████████████████

Appendix 3: Permission to Conduct Research - DoE

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Durban Central Circuit

█████████

Dear Mr. Webber

RE: RESEARCH SSRTUDY ON LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN SELF-GOVERNING SCHOOLS.

I hereby grant permission for your Masters (MEd) research to be conducted at ████████
██

As no children or person under the age of 18 years will be used in the study, only permission from each participant will be given at the time of the interview.

Yours sincerely.

... Together moving South Africa forward through
quality education and skills development

KWAZULU-NATAL DEPARTMENT OF EDUCATION
Postal Address: 6 Acton Road• Umbilo •Durban • 4000 • Republic of South Africa
Physical Address: 6 Acton Road • Umbilo •Durban • 4001
Tel.: +27 31 274 1900• **Call Centre:** +27 0860 596 363 • **Fax:** +27 086 5270227• **Email:** Nobuhle.Ndamase@kzndoe.gov.za •**Web:** www.kzneducation.gov.za

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Appendix 4: Letter to the Principal - School Blue

████████████

Dear Principal,

RE: RESEARCH STUDY ON LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN SELF-GOVERNING SCHOOLS.

I have registered to read for my Masters of Education at the University of KwaZulu-Natal (Edgewood Campus). For the purpose of completing my degree, I am conducting a research project named, *"'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools."*

My study will be qualitative in nature by questioning yourself, as well as asking you to nominate two teachers at your school that you feel would be best suited to acquire data in the research on how the school creates the opportunity for, and develops leadership of teachers in your school.

I am requesting permission to conduct this study at your institution. Please find attached my research proposal detailing the study to be conducted. I am sure that this will answer any questions that you may have. However, please do not hesitate to contact me if you have any further queries concerning this subject.

I also understand that for permission to be granted by you the school would want to see my clearance certificate to conduct research from the Department of Education, and the University. I, however, need to attach a letter from your school to my research proposal that will be submitted to the ethics committee to gain permission to conduct the study. If you are happy that I conduct research at your school, may I ask for a formal letter allowing me to do so, under the terms that I must be able to show you clearance certificates from the DoE and the University beforehand. My proposal will not be accepted without a letter of intent from the schools to allow me to do the research.

Yours sincerely

MR RC WEBBER

████████████

Appendix 5: Permission to Conduct Research – School Blue

█████████

█████

Dear Mr Webber

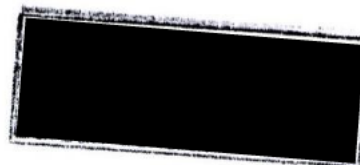**RE: RESEARCH STUDY ON LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN SELF-GOVERNING SCHOOLS**

I hereby grant permission for your Masters (MEd) research to be conducted at ████████████

As no children or person under the age of 18 years will be used in the study, only permission from each participant will be needed at the time of the interview.

Yours sincerely

█████

████

HEADMASTER

████████████████

Appendix 6: Letter to the Principal - School Green

█████████████
████████████
██████

Dear Principal,

RE: RESEARCH STUDY ON LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN SELF-GOVERNING SCHOOLS.

I have registered to read for my Masters of Education at the University of KwaZulu-Natal (Edgewood Campus). For the purpose of completing my degree, I am conducting a research project named, *"'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools."*

My study will be qualitative in nature by questioning yourself, as well as asking you to nominate two teachers at your school that you feel would be best suited to acquire data in the research on how the school creates the opportunity for, and develops leadership of teachers in your school.

I am requesting permission to conduct this study at your institution. Please find attached my research proposal detailing the study to be conducted. I am sure that this will answer any questions that you may have. However, please do not hesitate to contact me if you have any further queries concerning this subject.

I also understand that for permission to be granted by you the school would want to see my clearance certificate to conduct research from the Department of Education, and the University. I, however, need to attach a letter from your school to my research proposal that will be submitted to the ethics committee to gain permission to conduct the study. If you are happy that I conduct research at your school, may I ask for a formal letter allowing me to do so, under the terms that I must be able to show you clearance certificates from the DoE and the University beforehand. My proposal will not be accepted without a letter of intent from the schools to allow me to do the research.

Yours sincerely

MR RC WEBBER
████████████████████

Appendix 7: Permission to Conduct Research – School Green

Dear Mr Webber

RE: RESEARCH STUDY ON LEADERSHIP SUCCESSION THROUGH THE

DEVELOPMENT OF TEACHERS IN SELF-GOVERNING SCHOOLS.

I hereby grant permission for your Masters (Med) research to be conducted at ███████
███████████

As no children or person under the age of 18 years will be used in the study, only permission from each participant will be needed at the time of the interview.

Yours sincerely,

████HEADMASTER

Appendix 8: Letter to the Participants

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

OBJECTIVES OF THE STUDY

The main objectives of this study can be summarised and aligned with the critical questions of the study as follows:

- To find out what these schools are physically doing that creates the opportunity for leadership growth of all teachers.
- To find out why, and the reasons for these schools creating the opportunity stated above.
- To find out if, and why, these schools have good leaders in different facets of the school, and if these leaders have been developed in the particular school, and by the particular school, or by another school or scenario similar to it.
- To find out if this alleged opportunity for leadership within the school has influence over the success of the school in general.
- To find out if this alleged opportunity for leadership that the schools have created has led to teachers 'climbing the ladder' and becoming part of the leadership team at that school, or another.

CRICTICAL RESEARCH QUESTIONS

The key research question in this study is, 'How do self-governed schools in South Africa create opportunities for the development of leadership in teachers?' From this question three critical sub-questions arise:

The first sub-question is:
What do self-governed schools do to create good leaders?

The second sub-question is:
Why is their more of an opportunity in self-governed schools to become a better leader?

The third sub-question is:
How do self-governed schools create this opportunity for teachers to become better leaders?

Appendix 9: Informed Consent of the Participants – Principal School Blue

Dear Principal,

Working title of proposed research study:

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

Agreeing to take part in this study involves participating in a semi-structured interview at a time and place convenient to you. The interview will be approximately an hour in duration, and will be tape recorded for transcription purposes.

The interview will be private, and full anonymity will be given to yourself, and your school through the process of the research. I will make up names to be used for yourself, and the school, or you can choose your own pseudonym. No one will be able to identify any participants, or the schools involved when they read the study. A copy of the final findings will be made available to you upon completion to ensure you are happy with the anonymity shown.

With your permission, I will record the interviews and this will only be used by me for my research and then destroyed.

There is no compensation for participating in the study.

If you need more information about the study you can contact me (　　　　　) or my supervisor (　　　　　　　　).

You are not forced to participate and can withdraw from participating at any time. You will not be penalised or victimised in any way if you choose not to participate or withdraw from the study.

Do you understand this study and are you willing to participate? Tick the appropriate box below.

Yes ✓   No ☐

Consent Form for Participants:

I ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ (participant) understand that my participation in this research project is completely voluntary and that I may withdraw from this project at any time. I have been informed that there will be no adverse consequences should I choose to withdraw from the study. I understand that I will not be obliged to answer any questions which I do not feel comfortable in answering. I have been informed that my responses will be kept confidential and that I will not be named in the report.

Signature: ＿＿＿＿＿＿＿＿＿＿   Date: ＿＿＿＿＿＿＿＿＿＿

Researcher: Mr Robert Webber

Supervisor:
The School of Education (ELMP)
University of KwaZulu-Natal
(031) 260-7026

Appendix 10: Informed Consent of the Participants – Principal School Green

Dear Principal,

Working title of proposed research study:

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

Agreeing to take part in this study involves participating in a semi-structured interview at a time and place convenient to you. The interview will be approximately an hour in duration, and will be tape recorded for transcription purposes.

The interview will be private, and full anonymity will be given to yourself, and your school through the process of the research. I will make up names to be used for yourself, and the school, or you can choose your own pseudonym. No one will be able to identify any participants, or the schools involved when they read the study. A copy of the final findings will be made available to you upon completion to ensure you are happy with the anonymity shown.

With your permission, I will record the interviews and this will only be used by me for my research and then destroyed.

There is no compensation for participating in the study.

If you need more information about the study you can contact me (████████) or my supervisor (████████████████).

You are not forced to participate and can withdraw from participating at any time. You will not be penalised or victimised in any way if you choose not to participate or withdraw from the study.

Do you understand this study and are you willing to participate? Tick the appropriate box below.

Yes ✓   No ☐

Consent Form for Participants:

I ████████████████████ (participant) understand that my participation in this research project is completely voluntary and that I may withdraw from this project at any time. I have been informed that there will be no adverse consequences should I choose to withdraw from the study. I understand that I will not be obliged to answer any questions which I do not feel comfortable in answering. I have been informed that my responses will be kept confidential and that I will not be named in the report.

Signature: ████████████   Date: ████████████

Researcher: **Mr Robert Webber**
(████████)

Supervisor: ████████
The School of Education (ELMP)
University of KwaZulu-Natal
(031) 260-7026

Appendix 11: Informed Consent of the Participants – School Blue Director of Academics

Dear Grade Head,

Working title of proposed research study:

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

Agreeing to take part in this study involves participating in a semi-structured interview at a time and place convenient to you. The interview will be approximately an hour in duration, and will be tape recorded for transcription purposes.

The interview will be private, and full anonymity will be given to yourself, and your school through the process of the research. I will make up names to be used for yourself, and the school, or you can choose your own pseudonym. No one will be able to identify any participants, or the schools involved when they read the study. A copy of the final findings will be made available to you upon completion to ensure you are happy with the anonymity shown.

With your permission, I will record the interviews and this will only be used by me for my research and then destroyed.

There is no compensation for participating in the study.

If you need more information about the study you can contact me (█████████) or my supervisor (█████████████).

You are not forced to participate and can withdraw from participating at any time. You will not be penalised or victimised in any way if you choose not to participate or withdraw from the study.

Do you understand this study and are you willing to participate? Tick the appropriate box below.

Yes ✓   No ☐

Consent Form for Participants:

I █████████████████ (participant) understand that my participation in this research project is completely voluntary and that I may withdraw from this project at any time. I have been informed that there will be no adverse consequences should I choose to withdraw from the study. I understand that I will not be obliged to answer any questions which I do not feel comfortable in answering. I have been informed that my responses will be kept confidential and that I will not be named in the report.

Signature: █████████   Date: █████████

Researcher: Mr Robert Webber
(█████████)

Supervisor: █████████
The School of Education (ELMP)
University of KwaZulu-Natal
(031) 260-7026

Appendix 12: Informed Consent of the Participants – School Blue Director of Student Affairs

Dear HOD,

Working title of proposed research study:

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

Agreeing to take part in this study involves participating in a semi-structured interview at a time and place convenient to you. The interview will be approximately an hour in duration, and will be tape recorded for transcription purposes.

The interview will be private, and full anonymity will be given to yourself, and your school through the process of the research. I will make up names to be used for yourself, and the school, or you can choose your own pseudonym. No one will be able to identify any participants, or the schools involved when they read the study. A copy of the final findings will be made available to you upon completion to ensure you are happy with the anonymity shown.

With your permission, I will record the interviews and this will only be used by me for my research and then destroyed.

There is no compensation for participating in the study.

If you need more information about the study you can contact me (████████████) or my supervisor (████████████████████).

You are not forced to participate and can withdraw from participating at any time. You will not be penalised or victimised in any way if you choose not to participate or withdraw from the study.

Do you understand this study and are you willing to participate? Tick the appropriate box below.

Yes ☑   No ☐

Consent Form for Participants:

I ████████████████████████ (participant) understand that my participation in this research project is completely voluntary and that I may withdraw from this project at any time. I have been informed that there will be no adverse consequences should I choose to withdraw from the study. I understand that I will not be obliged to answer any questions which I do not feel comfortable in answering. I have been informed that my responses will be kept confidential and that I will not be named in the report.

Signature: ████████████   Date: ████████████

Researcher: **Mr Robert Webber**
(████████████)

Supervisor: ████████████
The School of Education (ELMP)
University of KwaZulu-Natal
(031) 260-7026

Appendix 13: Informed consent of the participants – School Green Head of Grade

Dear Principal,

Working title of proposed research study:

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

Agreeing to take part in this study involves participating in a semi-structured interview at a time and place convenient to you. The interview will be approximately an hour in duration, and will be tape recorded for transcription purposes.

The interview will be private, and full anonymity will be given to yourself, and your school through the process of the research. I will make up names to be used for yourself, and the school, or you can choose your own pseudonym. No one will be able to identify any participants, or the schools involved when they read the study. A copy of the final findings will be made available to you upon completion to ensure you are happy with the anonymity shown.

With your permission, I will record the interviews and this will only be used by me for my research and then destroyed.

There is no compensation for participating in the study.

If you need more information about the study you can contact me (███████) or my supervisor (███████████).

You are not forced to participate and can withdraw from participating at any time. You will not be penalised or victimised in any way if you choose not to participate or withdraw from the study.

Do you understand this study and are you willing to participate? Tick the appropriate box below.

Yes ✓   No ☐

Consent Form for Participants:

I ███████████ (participant) understand that my participation in this research project is completely voluntary and that I may withdraw from this project at any time. I have been informed that there will be no adverse consequences should I choose to withdraw from the study. I understand that I will not be obliged to answer any questions which I do not feel comfortable in answering. I have been informed that my responses will be kept confidential and that I will not be named in the report.

Signature: ███████████   Date: ███████████

Researcher: Mr Robert Webber
(███████)

Supervisor: ███████
The School of Education (ELMP)
University of KwaZulu-Natal
(031) 260-7026

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Appendix 14: Informed Consent of the Participants – School Green Head of Grade

Dear Grade Head,

Working title of proposed research study:

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

Agreeing to take part in this study involves participating in a semi-structured interview at a time and place convenient to you. The interview will be approximately an hour in duration, and will be tape recorded for transcription purposes.

The interview will be private, and full anonymity will be given to yourself, and your school through the process of the research. I will make up names to be used for yourself, and the school, or you can choose your own pseudonym. No one will be able to identify any participants, or the schools involved when they read the study. A copy of the final findings will be made available to you upon completion to ensure you are happy with the anonymity shown.

With your permission, I will record the interviews and this will only be used by me for my research and then destroyed.

There is no compensation for participating in the study.

If you need more information about the study you can contact me (███████████) or my supervisor (███████████████).

You are not forced to participate and can withdraw from participating at any time. You will not be penalised or victimised in any way if you choose not to participate or withdraw from the study.

Do you understand this study and are you willing to participate? Tick the appropriate box below.

Yes ✓   No ☐

Consent Form for Participants:

I ███████████████████ (participant) understand that my participation in this research project is completely voluntary and that I may withdraw from this project at any time. I have been informed that there will be no adverse consequences should I choose to withdraw from the study. I understand that I will not be obliged to answer any questions which I do not feel comfortable in answering. I have been informed that my responses will be kept confidential and that I will not be named in the report.

Signature: ████████████   Date: ██████████

Researcher: **Mr Robert Webber**
█████████)

Supervisor: ██████████
The School of Education (ELMP)
University of KwaZulu-Natal
(031) 260-7026

Appendix 15: Interview Schedule (Principals)

<u>INTERVIEW SCHEDULE</u>

<u>PRINCIPAL OF THE SCHOOL</u>

<u>*'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.*</u>

The following interview schedule is part of a research dissertation done in the School of Education at the University of KwaZulu-Natal. It forms part of the interview I will conduct with you and record, and so falls under the consent form you have signed for me and is attached to this questionnaire. Please do not write your name on the questionnaire to ensure the confidentiality of your responses. Please omit any questions you do not wish to answer. Please feel free to add comments or clarifications to any of the questions. Thank you for your cooperation.

<u>YOU AND LEADERSHIP DEVELOPMENT</u>

1. Did the positions you have held previously in your career aid your journey to becoming a principal? Were these previous positions offered to you as you were identify as a potential leader and thus developed through any training (formally or informally). Did this training aid your leadership capacity and help you 'climb the ladder'?

2. Do you think that the responsibility of providing leadership development opportunities in this school ultimately falls on your shoulders?

<u>THE SCHOOL AND THE DEVELOPMENT OF LEADERSHIP</u>

3. Does your school identify some potential leaders to gain experience / train them / influence them specifically in order to fulfill management positions, or for any specific reason? How does the school do this?

4. Does your school offer leadership positions to staff as a sign that they may be developed to possibly fulfill a senior management position in the future? Or has the school ever had plans / recruited / hired an employee to fulfill a management position currently / in the future because of their leadership capacity? What characteristics do these staff have / is looked for by the school?

5. Does your school prefer to fill management positions internally? What are the positives and negatives of your answer?

6. Are there any examples in your school where internal development programs (formally and informally) have led to an employee rise through the ranks into management positions by developing their individual leadership capacity?

7. Do you think that the development of leadership in teachers in your school is essential for the effective running of the school? If so, how do you increase leadership capacity internally?

8. How would you describe your school's culture with regards to leadership? How is this culture created (formally / informally)?

9. Does your school have a leadership succession plan either in a formal or informal way? Does this create any succession pathways, or put people in any succession pipelines?

10. Do you think being a self-governed school aids the need for leadership development and / or succession in your school?

GENERAL QUESTIONS

11. Do you have anything else to add that you feel may benefit my study with regards to succession in self-governing schools through the development of teachers?

12. As per the sampling of this research dissertation, please can you identify two people who are currently in an HOD and Form Head position who you feel would benefit this study's collection of data.

INTERVIEW SCHEDULE

MIDDLE MANAGER

'Climbing the ladder': Leadership succession through the development of teachers in self-governing schools.

The following interview schedule is part of a research dissertation done in the School of Education at the University of KwaZulu-Natal. It forms part of the interview I will conduct with you and record, and so falls under the consent form you have signed for me and is attached to this questionnaire. Please do not write your name on the questionnaire to ensure the confidentiality of your responses. Please omit any questions you do not wish to answer. Please feel free to add comments or clarifications to any of the questions. Thank you for your cooperation.

YOU AND LEADERSHIP DEVELOPMENT

1. Did the positions you have held previously in your career aid your journey to becoming a Head of Grade? Were these previous positions offered to you as you were identify as a potential leader and thus developed through any training (formally or informally). Did this training aid your leadership capacity and help you 'climb the ladder'?

2. Do you think your position as Head of Grade was made available to you due to your higher level of leadership capacity within the school? Did you have ambition / individual drive to work for this position, as well as to possibly apply for a higher leadership position sometime in the future of your career?

3. Do you think you (or another staff member) have been offered a formal management position as a sign that the school has identified you as a potential leader, and so may be looking to develop you to move into upper management in the future? Has it ever been implied / said directly that the school has future plans for you (or another staff member) because of your leadership abilities? If so, how or why do you think the school is doing this?

THE SCHOOL AND THE DEVELOPMENT OF LEADERSHIP
4. Do you think your school identifies potential leaders to gain experience / train them / influence them specifically in order to fulfil management positions or for any specific reason? How do you think the school does this?

5. Do you think the school ever had plans / recruited / hired an employee to fulfil a management position currently / in the future because of their leadership capacity? What characteristics do you think these staff have / is looked for by the school?

6. Do you think your school prefers to fill management positions internally? What do you think are the positives and negatives of your answer?

7. Do you think there are any examples in your school where internal development programs (formally and informally) have led to an employee rise through the ranks into management positions by developing their individual leadership capacity?

8. Do you think that the development of leadership in teachers in your school is essential for the effective running of the school? If so, how does your school increase leadership capacity internally?

9. How would you describe your school's culture with regards to leadership? How is this culture created (formally / informally)?

10. Do you think your school has a leadership succession plan either in a formal or informal way? Do you think this creates any succession pathways, or puts people in any succession pipelines?

11. Do you think being a self-governed school aids the need for leadership development and / or succession in your school?

12. Do you think it is ultimately the principal's job to ensure that leadership development takes place?

GENERAL QUESTIONS
13. Do you have anything else to add that you feel may benefit my study with regards to succession in self-governing schools through the development of teachers?

Appendix 17: Certificate from the Editor

Helen Bond

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impelaediting@gmail.com

079 395 5873

CERTIFICATE

Robert Webber

Dear Robert

Thank you for using my editing services to proofread your Master's dissertation entitled, "'CLIMBING THE LADDER': LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN SELF-GOVERNED SCHOOLS IN SOUTH AFRICA".

I have proofread for errors of grammar, punctuation, spelling, syntax and typing mistakes. I have formatted your work and checked the references (this means checking the formatting). I believe your work to be error free.

PLEASE NOTE: Impela Editing accepts no fault if an author makes changes to a document after a certificate has been issued.

I wish you the very best with your submission and your career.

Kind regards

Helen Bond (Bachelor of Arts, HDE)

Appendix 18: Turnitin Certificate

'CLIMBING THE LADDER': LEADERSHIP SUCCESSION THROUGH THE DEVELOPMENT OF TEACHERS IN FEE-PAYING SCHOOLS IN SOUTH AFRICA. By ROBERT CHARLES WEBBER

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