UNIVERSITY OF KWAZULU-NATAL

Teacher Leadership Beyond the Classroom: A Case Study of One Circuit in the Eastern Cape

By

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Submitted in partial fulfilment of the Master of Education (MEd) degree in the discipline Educational Leadership, Management and Policy, School of Education, College of Humanities, University of KwaZulu-Natal.

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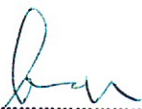
Dear Mr Kuzwayo

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This letter serves to notify you that your application in connection with the above has now been granted full approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

Best wishes for the successful completion of your research protocol

Yours faithfully

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with/without my approval

....

Dr Inba Naicker

December 2013

DECLARATION

I, Elphus Kosandile Kuzwayo, declare that:

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Elphus Kosandile Kuzwayo

Student number: 212551263

DEDICATION

This dissertation is dedicated to my wife and children who have always stood by me and dealt with my absence from many family occasions with a smile. Zanethemba and Xolani you made this possible. I must also thank my loving mother and my parents in-law who prayed for me and gave me their unwavering support. May Almighty God bless you abundantly.

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ABSTRACT

For many years South African schools were hierarchically and bureaucratically led and managed. After 1994, we hoped to see a shift from this traditional form of leadership to a more democratic and inclusive form of leadership. Our hopes were raised by the *South African Schools Act, 84 of 1996* which promotes a shift from traditional centralized decision-making to collaborative decision-making at all South African schools. However, few schools appear to be embracing democratic leadership principles despite various policies issued by the Department of Education to assist schools. This study aimed to explore the enactment of teacher leadership beyond the classroom in three high schools. Using Grant's (2008) model of teacher leadership it explains what teachers understand by the concept of teacher leadership; explores how teachers take on leadership roles beyond the classroom and how the School Management Teams facilitate (or do not facilitate) teacher leadership in schools. A case study was conducted within the qualitative research paradigm in three high schools of one circuit in the Eastern Cape. Semi-structured interviews with the principals, SMTs and post level one teachers as well as a qualitative questionnaire issued only to post level one teachers were adopted as data generating techniques. The findings revealed that the majority of teachers generally have a limited understanding of the concept of teacher leadership. From the interviews and questionnaire data, it emerged that a restricted form of teacher leadership existed in these schools. The findings also revealed that although there was little collaboration taking place; it was amongst post level one teachers and was mainly based on curricular and extra-curricular activities. Whole school decision-making was still in the hands of School Management Teams (SMTs) in schools. Teacher leadership was non-existent beyond the school across neighbouring schools, at circuit or district level. The data further revealed that SMTs were not facilitating teacher leadership in schools. Lack of support and shortage of time were identified as barriers to the development of teacher leadership in schools. It is suggested that the Department of Education (DoE) allocates money to capacitate all teachers on aspects of leadership development through workshops. These workshops could assist schools to formulate structures and plans for staff development programmes to facilitate teacher leadership in schools. I further recommend that tertiary institutions should also introduce teacher leadership modules for both undergraduate and post-graduate students.

ACRONYMS

CAPS	Curriculum and Assessment Policy Statement
DoE	Department of Education
HOD	Head of Department
IQMS	Integrated Quality Management System
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team

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CHAPTER ONE

BACKGROUND AND ORIENTATION

1.1 INTRODUCTION

Since the 1994 general elections the education system in South Africa has been characterised by a number of changes in school leadership and management. The *South African Schools Act, 84 of 1996* promotes a shift from traditional centralized decision making to collaborative decision-making at all South African schools. For this change to take place, school principals need to engage teachers, parents and learners in the leadership of schools. It therefore becomes necessary that school principals and the School Management Teams (SMTs) apply collaborative and distributive efforts to ensure the smooth running of the schools. In assisting school principals there are laws and policies issued by the Department of Education (DoE) such as the *Employment of Educators Act, 76 of 1998,* the *Integrated Quality Management System (IQMS) (1998),* the *National Education Policy Act, 27 of 1996* and *Policy on the Minimum Requirements for Teacher Educational Qualifications (2011)* in order to promote collaborative decision making. The challenge facing school principals is to find ways of involving teachers in leadership roles in the school community.

In order for schools to be successful and effective there should be a distribution of leadership. This concept of distributed leadership needs to be framed under a collegial and collaborative ethos in schools. According to Spillane and Diamond (2007, p. 7), a distributed view of leadership shifts focus from school principals and other formal and informal leaders to the web of leaders, followers, and their situations which gives form to leadership practice. At the core of distributed leadership is the central notion that leadership is not the preserve of an individual, but results from multiple interactions at different points in the organisation (Spillane, 2006; Harris, 2006). This explanation indicates that we need to look at the concept of leadership beyond what the single leader believes and does, to understanding leadership as a dynamic organisational entity (Spillane & Diamond, 2007). The way schools are currently organised presents a set of barriers to distributing leadership and this implies the erosion of these artificial barriers and a more fluid way of schools operating (Harris, 2008). Participative and inclusive types of leadership are referred to as 'distributed leadership' (Gronn, 2000;

Harris, 2004) and is based on the premise that leadership should be shared throughout an organisation, such as a school, where there are "multiple sources of guidance and direction, following the contours of expertise in an organisation, made coherent by a common culture" (Harris & Muijs, 2005, p. 31).

1.2 RATIONALE AND MOTIVATION FOR THE STUDY

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

Leadership in many of our schools remains vested in the hands of one person, and in most of our schools with just a small number of individuals. This continues to be based around existing hierarchies (Collarbone, 2005). However, as I have already indicated that the *South African Schools Act, 84 of 1996* promotes a shift from traditional centralized decision-making to collaborative decision-making in all South African Schools. This shift requires teachers to change the ways in which they discharge their roles and responsibilities within and beyond the classroom.

One of the roles of teachers as indicated in the *Norms and Standards for Educators (2000)* is to perform the role of a leader and a manager. However, from my observation as a teacher for 15 years and as an HOD for one year, I have noticed that much of a teacher's leadership roles are confined to the classroom. Teacher leadership is about what is happening in the classroom and beyond the classroom. Therefore, in this study I looked at what happens beyond the classroom.

Teacher leadership is the ability for a teacher to take up responsibilities in the classroom and beyond the classroom within the formal and informal educational activities and processes, to produce independent projects, to affect the people around and to support colleagues with professional development and creation of trustworthy atmosphere (Kaya *et al.*, 2011).

Although there are many studies about teacher leadership, Little (2002), Harris (2010), Ngang, Abdulla & Mey (2010), Angelle & DeHart (2011), Bonduris (2011), and Kiranli

(2013), few studies focus on the enactment of teacher leadership beyond the classroom. Therefore, the focus of my study is to explore the enactment of teacher leadership beyond the classroom. Further studies conducted on teacher leadership indicate that teacher leadership beyond the classroom is not yet institutionalised in schools (Grant, Gardner, Kajee, Moodley & Somaroo, 2010).

1.3 SIGNIFICANCE OF THE STUDY

This study is significant in that, it attempts to shed light on the complexities of teacher leadership. It views teacher leadership as something more than what occurs in the classroom. In so doing it may draw the attention of education stakeholders, that when they develop the capacity of teachers to lead, they must also develop the capacity for them to lead outside the classroom as well.

1.4 AIMS AND OBJECTIVES

The aim of this study is to explore the enactment of teacher leadership beyond the classroom. The objectives of the study are:

- To determine what teachers understand by the term teacher leadership.
- To explore how teachers enact teacher leadership beyond the classroom.
- To find out how School Management Teams are facilitating or not facilitating teacher leadership in schools.

1.5 KEY RESEARCH QUESTIONS

Collectively, this study seeks to answer the following key questions:

- What do teachers understand by the term teacher leadership?
- How do teachers enact teacher leadership beyond the classroom?
- How do School Management Teams facilitate (do not facilitate) teacher leadership beyond the classroom?

1.6 DEFINITION OF TERMS

To ensure a uniform understanding of concepts and terms I'm going to define the following terms: leadership, distributed leadership and teacher leadership

1.6.1 LEADERSHIP

Yukl (2006) defines leadership as the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. Leadership is the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the leader (Wasley, 1991). Leadership is defined as a process based on interactions and social relations between people (Senge, 1990). Spillane (2006) understands leadership as the interaction between two or more members of a group that often involves a structuring or restructuring of the situation and the perceptions of the members. I believe that it is the role of a teacher to influence others and work with others in order to accomplish shared objectives of the school. Harris and Muijs (2005) define leadership as providing vision, direction and support towards a different and preferred state. I aligned myself with Harris and Muijs' definition of leadership. In this study I look at leadership as means of teachers to inspire, influence, guide, support and collaborate with others in the realisation of school goals. However, leadership cannot be separated from management. They are related terms. Therefore, whenever I refer to leadership in this study management subsumed.

1.6.2 DISTRIBUTED LEADERSHIP

A leadership practice that democratises the decision making process and vests leadership activity to organisation actors traditionally viewed as followers (Spillane, Halverson, & Diamond, 2001). According to Grant (2005), distributed leadership is best understood as a form of collective leadership where all people in the organisation can act as leaders. This is the term which describes the way individuals work responsibly together within an organisation in order to accomplish specific goals of the institution or organisation. This is the kind of leadership that suggests democratic principles in terms of decision- making. It is my belief that School Management Teams must also involve those who are not in formal positions in leadership. Distributed leadership is a form of leadership practice that involves many organisational members (Harris, 2008).

1.6.3 TEACHER LEADERSHIP

Teacher leadership refers to the exercise of leadership by teachers regardless of position or designation (Frost & Harris, 2003). Teacher leadership can be described as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead (Harris & Lambert, 2003). York-Barr and Duke (2004) define teacher leadership as a process by which teachers either collectively or individually influence their colleagues, principals and other members of the school communities to improve teaching and learning practices. According to Katzenmeyer and Moller, (2001, p. 5) teacher leadership refers to teachers who "lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others toward improved educational practice." For the purpose of my study, I'm inclined to use Katzenmeyer and Moller explanation of teacher leadership.

1.7 REVIEW OF LITERATURE

The literature review of this study draws from both international and local literature, and empirical research to examine how teacher leadership has been understood and what research both internationally and locally has revealed on how teachers respond to teacher leadership. The literature that I drew from locally was Grant (2005), Grant (2010), Grant, Gardner, Kajee, Moodley and Somaroo (2010), Hlatywayo (2010), Nauyoma-Hamupembe (2011) and de Villiers and Pretorious (2012) on teacher leadership and distributed leadership. Continentally I drew from Hashikutuva (2011). In terms of international literature I drew largely from Goleman (2000), Katzenmeyer and Moller (2001), Spillane, Halverson, & Diamond (2001), Little (2002), Frost & Harris (2003), Harris & Lambert (2003), Spillane (2006), and Harris (2007), Muijs and Harris (2007), Harris (2010) and Angelle & DeHart (2011), Bonduris (2011) on teacher leadership and distributed leadership. The literature included journals, dissertations, theses, policies and government documents to understand teacher leadership and distributed leadership.

1.8 RESEARCH DESIGN AND METHODOLOGY

I approached my study from an interpretivist perspective as it strives towards a comprehensive understanding of how participants relate and interact with each other in a

specific situation (Maree, 2011). It was my intention as a researcher to know how teachers relate to teacher leadership beyond the classroom. This study followed a qualitative approach.

Case study design was used in order to explore the understanding of teacher leadership beyond the classroom. The case study method is an approach to a social phenomenon through a thorough analysis of an individual case (Kumar, 2005). I selected a qualitative case study design which assisted me in gaining a clear understanding and acquiring knowledge regarding teacher leadership beyond the classroom. According to Leedy and Ormrod (2005), the strength of the case study design is that it is useful for learning about situations, which might be poorly understood. As I intended to understand teacher leadership beyond the classroom as it is poorly understood in many schools, I therefore undertook a case study.

I used interviews and a questionnaire as data production methods. According to Maree (2011) the aim of the interview is to see the world through the eyes of the participant, and they can be a valuable source of information. I wanted to understand teacher leadership through the eyes of teachers who are valuable sources of information in study. I used semi-structured interviews because they allowed for probing and clarification of answers (Maree, 2011).

In qualitative research, the main types of sampling include convenience, purposive, cluster, volunteer, random and snowball (Bloom & Trice, 2007). Sampling was purposive and convenient, as it allowed the researcher to pick a selected group of individuals most appropriate to answer the questions and select the specific information sources required to gain insight into the research study (Burns & Grove 2011). I selected nine teachers from three High Schools to participate in the study. I purposively and conveniently selected one principal, one head of department and one post level one educator from each school to answer the questions and give information on teacher leadership beyond the classroom. I used qualitative questionnaire as a second method of data collection issued to all post level one teachers of the three schools. According to Cohen *et al.,* (2007, p. 321), the use of a questionnaire allows the researcher to "… enable comparisons to be made across groups in the sample; and are quick to complete and straightforward to code".

Qualitative data analysis is usually based on an interpretative philosophy that is aimed at examining meaningful and symbolic content of qualitative data (Maree, 2011). Good data analysis depends on understanding the data. Once the interviews were transcribed, I used the inductive method to analyse the questionnaire and interview data. I organised the data by questions to look across all participants and their answers in order to identify consistencies

and differences. When analysing the qualitative data, my goal was to summarise what I heard in terms of common words, phrases, themes or patterns that would aid my understanding and interpretation of that which is emerging (Maree, 2011).

1.9 DELIMITATION OF THE STUDY

The study is conducted in three High Schools in one circuit. Therefore, it is delimited to three High Schools only in one circuit in the province of the Eastern Cape.

1.1O CHAPTER OUTLINE

This research study is divided into five chapters.

In chapter one, I introduced the research and provided a general background and overview of the key aspects of the study. The rationale and motivation for pursuing the study is presented. The aims and objectives as well as key research questions that inform the study are listed followed by the definition of key terms.

Chapter two focuses on both international and local literature review as well as the theoretical framework regarding the understanding of teacher leadership.

Chapter three presents the research design and methodology adopted in this study in order to answer each of the three key research questions. It also provides a description and discussion of the research process of the study. Firstly, the methodological aspect of the study is discussed. Secondly, the methodology and methods as well as the reasons for my methodological choices are discussed. Lastly, it covers data generation and the analysis processes of the study.

Chapter four focuses on data presentation and a discussion of the findings.

Chapter five provides a summary of the study, conclusions and possible recommendations for teacher leadership beyond the classroom.

1.11 CHAPTER SUMMARY

In this chapter I have provided the background to the study and also highlighted the purpose and the rationale for choosing teacher leadership beyond the classroom as the phenomenon to be explored. This chapter also provided the justification of the study. The aims and objectives have also been indicated together with the key questions which the study seeks to answer. Lastly, this chapter briefly outlined the chapter outline of the study

In the next chapter I will present the theoretical framework underpinning this study and a review of the related literature.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter outlined the background and introduction to the study. This chapter focuses on the literature review with regard to the key questions formulated in chapter one, namely:

- What do teachers understand by the term teacher leadership?
- How do teachers enact teacher leadership beyond the classroom?
- How do School Management Teams facilitate (do not facilitate) teacher leadership beyond the classroom?

It commences with an exposition of theoretical underpinnings of the study, namely, distributed leadership theory and teacher leadership theory. After an exposition of the theoretical frameworks, a review of the related literature is presented. This is presented around themes namely, different conceptions of teacher leadership, enactment of teacher leadership, factors that promote teacher leadership and challenges to teacher leadership.

2.2 THEORETICAL FRAMEWORK

Two theories are explored, namely distributed leadership and teacher leadership.

2.2.1 DISTRIBUTED LEADERSHIP

The two most popular interpretations of distributed leadership theory are found in the work of two scholars namely, Peter Gronn (2000) and James Spillane (2006). It is my opinion that they represent some of the recent relevant developments on distributed leadership. In this study, the theory of distributed leadership as advocated by various scholars is used as a theoretical framework.

According to Gronn (2000) distributed leadership theory is based on activity theory. The initial proponents of activity theory were Vygotsky, Leont'ev, and Engeström (Gronn, 2000). Activity theory examines the various activities within the school in which leadership is

distributed amongst teachers. Gronn (2000) suggests that distributed leadership implies a different power relationship within the school where the distinctions between followers and leaders become unclear. According to Gronn (2000) distributed leadership is an emergent property of a group or network of interacting individuals and leadership is not supposed to be aligned with headship.

Similarly, Spillane (2006) states that leadership is extended over multiple individuals and that leadership is accomplished through the daily interaction of multiple leaders. Spillane's (2006) approach places emphasis on the issue of educational leadership and teaching practices. Spillane (2006) focuses on how leadership works in schools. The understanding is that organisational influence and decision-making are governed by the interaction of individuals rather than individual direction. This view gives me an understanding that the enactment of leadership in schools will be determined by the acknowledgement and involvement of teachers as leaders in schools. Gronn (2000) and Ntuzela (2008) share the same sentiment that leadership should be shared and allows for decision-making by all in the school regardless of whether they are holding formal positions or not. According to Gronn (2000) distributed leadership is a theoretical exploration that draws on re-analysis of a range of other studies. According to Harris (2005), Gronn's theory develops distributed leadership as an analytical tool for understanding leadership in practice as a form. Distributed leadership is the alternative approach to leadership that has emerged because of increased demands and pressure on heads and principals (Harris, 2008).

Spillane, Halverson and Diamond (2004) argue that leadership is an activity which stretches across many people in the organisation and it also affects or includes situations in which leadership takes place. They argue that leadership activity is constituted – defined or constructed - in the interaction of leaders, followers, and their situation in the execution of particular leadership tasks. They argue that it does not reside in any one of these elements and each is a prerequisite for leadership activity. Their view of distributed leadership shifts the unit of analysis from the individual actor or group of actors, to the web of leaders, followers, and situation that give activity its form (Spillane *et al.,* 2004). Similarly, Gronn (2000) contends that leadership should be understood as fluid and emergent, rather than a fixed phenomenon where leadership roles are shared. Understanding this background I can conclude that distributed leadership is about shared leadership practice. The idea behind

shared leadership is that all teachers are involved in the leadership practices of the school, hence my study uses distributed leadership as a frame to understand the enactment of teacher leadership.

Distributed leadership incorporates the activities of many individuals in a school who work at mobilising and guiding other teachers in the process of instructional change (Spillane *et al.*, 2004). In the light of this view, teachers in schools are expected to be involved in leadership roles for both curriculum and school development. Supporting their argument, they state that, the distribution of leadership involves not only a consideration of who takes responsibility for which leadership function, but also a consideration of leadership task are co-enacted by two or more leaders (Spillane, Diamond, Sherer & Coldren, 2005). They identified and elaborated three ways in which leadership can be stretched over leaders namely, collaborated, collective and co-ordinated. Looking at the collaborative aspect, one can say leadership engages other teacher leaders in a process of working together in order to guide, support, coach and encourage others to accomplish school goals. According to Harris (2005) distributed leadership is primarily a way of analysing leadership activity in schools rather than the actual practice. Hence, my study seeks to explore the enactment of teacher leadership in schools. The second aspect, collective practice, in the South African context would mean the interactions of many teachers and the SMTs in leadership roles. Finally, the co-ordinated aspect covers the aspect of SMTs and teacher leaders relying on each other to accomplish school goals (Spillane *et al.*, 2005).

Woods (2005) describes distributed leadership practice as giving impetus to opening the boundaries of leadership beyond those in formal positions. Similarly, Harris and Lambert (2003) support the idea that, distributed leadership extends the boundary of leadership as it is premised upon high levels of teacher involvement. I believe that the engagement of teacher leaders as role players in the change process, the increase in interactions and the interdependency between teacher leaders and SMTs, replaces traditional notions of leadership. Woods (2005) supports the idea when he views distributed leadership as a product of many people acting together rather than as an individual. Spillane *et al.*, (2004) concluded that the distributed leadership perspective can provide a frame that can help practitioners interpret and think about their efforts to create collaboration.

According to Spillane and Diamond (2007) a distributed perspective on leadership involves two aspects namely, the leader-plus aspect and the practice aspect. The leader-plus aspect acknowledges and considers the work of all the individuals who have a hand in leadership and management practice rather than just those in formally designated leadership roles. A distributed perspective then acknowledges and takes into account the work of all individuals who have a hand in leadership and management practice (Spillane & Diamond, 2007).The leader-plus aspect suggests that there are formal roles in the leadership and management of schools that are just an important as the roles principal, deputy principals, senior teachers and so on (Crawford, 2012).

According to Spillane and Diamond (2007, p.7), "the distributed view of leadership shifts the focus from school principals and other formal and informal leaders to the web of leaders, followers, and their situations that gives form to leadership practice". The three elements namely, leaders, followers and situation (see figure 1), interact mutually and constitute leadership practice (Spillane & Diamond, 2007). Similarly, Bennett, Havey, Wise and Woods (2003) indicate that distributed leadership is not something done by an individual to others, rather it is an emergence of a group or network of individuals in which group members pool their expertise. According to Grant (2006, p. 513), to embrace the notion of distributed leadership, "teachers need to be encouraged to find their voices, take up their potential as leaders and change agents to produce a liberating culture in their school".
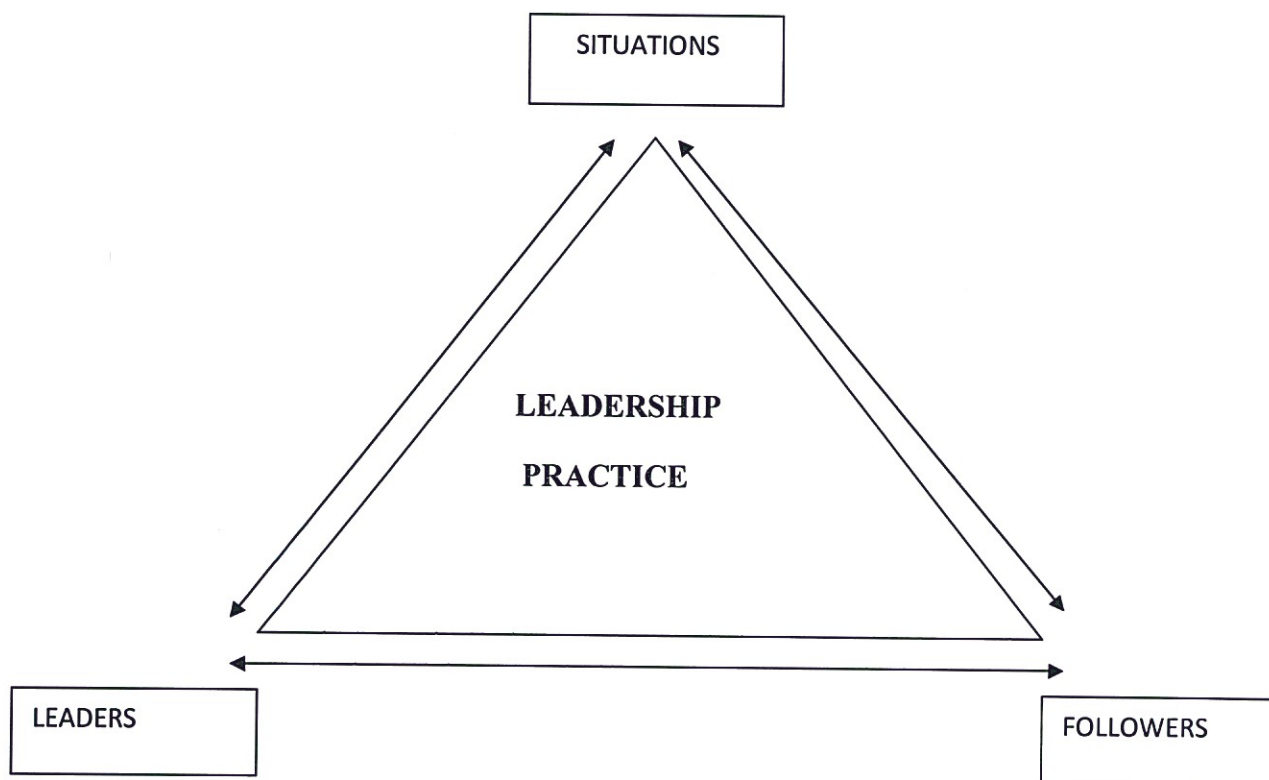
Figure 1: Elements of leadership practice (Spillane, *et al.,* 2004, p.11).

The leadership practice is referred to as a three-tier interaction which involves leaders, followers and a situation. At the centre, is the leadership practice and is surrounded by the three key role players namely, leaders, followers and the situation in which they find themselves. The two-sided arrows indicate interdependency and interrelationship amongst the elements of leadership practice. My understanding is that, interdependency emerges only when leadership tasks are being enacted hence I'm using this theoretical perspective of distributed leadership as a frame to study the enactment of teacher leadership in schools. Distributed leadership similarly implies that the practice of leadership is one that is shared and realised within extended groupings and networks, some of these groupings will be formal while others will be informal and in some cases, randomly formed (Leithwood *et al.*, 2006).

Leithwood, Day, Sammons, Harris, and Hopkins (2006), state that distributed leadership does not imply that the formal leadership structures within organisations are removed or

redundant, however, it is assumed that there is a powerful relationship between vertical and lateral leadership processes.

Gunter's theory (2005) of distributed leadership suggests three characterisations of distributed leadership, namely, authorised, dispersed and democratic. According to Gunter (2005), authorised distributed leadership is where the principal distributes work to others in a school. According to Grant (2010, p. 63) "teachers often accept the delegated work, either in the interests of the school or for their own empowerment". Authorised leadership is acceptable as it is regarded as legitimate in the hierarchical system and also gives status to teachers taking it (Gunter, 2005).

Under the dispersed distributed leadership, Gunter (2005) suggests that it refers to a process where much of the workings of an organisation take place without the formal workings of a hierarchy. According to Gunter (2005, p.54), "while formal structures exist with role incumbents and job descriptions, the reality of practice means that people may work together in ways that work best". According to Grant (2010, p. 63) "through sharing the leadership work more widely and redefining roles, the power relations in the school are shifted away from the formal leaders in the accomplishment of the organisational goals". The democratic distributed leadership characteristics are similar to those of dispersed distributed leadership in that both have the potential for concertive action.

2.2.2 TEACHER LEADERSHIP

I have found Grant's (2010) perspective of teacher leadership a useful tool in my study. According to Grant (2010), teacher leadership can be divided into four zones namely: Zone one focuses on the classroom; Zone two relates to curricular and extra-curricular activities involving other teachers and learners beyond individual classrooms; Zone three focuses on the area of whole school development; while Zone four deals with the relations and activities with neighbouring schools in the community. These zones and roles are useful in understanding and identifying where teachers can lead and play their roles. According to Grant (2008) leadership roles may include teaching and improving one's own teaching, providing curriculum development, leading in-service education and assisting other teachers, participating in performance evaluation of teachers, organising peer reviews of school practice and participating in school level decision-making. Table 1 illustrates Grant's four zones and roles.

FOUR ZONES	SIX LEADERSHIP ROLES
1. In the classroom.	**One:** Continuing to teach and improve one's own teaching.
2. Working with other teachers (in own school).	**Two:** Providing curriculum development knowledge.
	Three: Leading in-service education and assisting other teachers.
	Four: Participating in performance evaluation of teachers.
3. Whole school development (in own school).	**Five:** Organising and leading peer reviews of school practice.
	Six: Participating in school level decision making.
4. Beyond the school into the community.	**Two:** Providing curriculum development knowledge.
	Three: Leading in-service education and assisting other teachers.

Table 1. Grant's (2008) Zones and roles of teacher leadership.

Harris and Muijs (2005, p. 24) categorise teacher leadership into roles such as "curriculum developers, bid writers, leaders of a school improvement team, mentors of new or less experienced staff, and action researchers with a strong link to the classroom." Meanwhile Katzenmeyer and Moller (2001) categorise teacher leadership into three main facets namely: leadership of students or teachers, where teachers are facilitators, mentors, curriculum specialists; leadership of professional tasks, where leaders move towards the goals of the school; and leadership through decision-making or partnership, were teachers are members of different organizations. I align myself with Grant (2006) that teachers must lead beyond the classroom, working with other teachers in curricular and extra-curricular programmes and in whole school development and decision- making. My argument is that teachers should not confine themselves to the classroom but should become leaders in curriculum instruction,

school redesign and professional development (Lieberman & Miller, 2004). Teacher leaders are expected to improve their classroom teaching, organise and review school practice, provide development knowledge, participate in school decision-making, giving in-service training and participating in the performance evaluation of teachers (Gehrke, 1991 and Grant, 2006).

2.3 REVIEW OF RELATED LITERATURE

In this section I look at the different conceptions of teacher leadership, enactment of teacher leadership and factors that promote teacher leadership.

2.3.1 DIFFERENT CONCEPTIONS OF TEACHER LEADERSHIP

According to Leithwood, Jantzi and Steinbach (2003), teacher leadership may be either formal or informal in nature. They argue that teacher leaders assuming leadership roles are expected to carry out a wide range of functions. Similarly, Frost and Harris (2003) contend that teacher leadership refers to the exercise of leadership by teachers regardless of position or designation. Teacher leadership can be described as a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead (Harris & Lambert, 2003). Similarly, York-Barr and Duke (2004) contend that teacher leadership must be practiced through a variety of formal and informal positions, roles and channels of communication in the daily work of schools.

Grant (2006, p. 513) suggests that "teachers need to shift from a follower role to one of operating as teacher leaders, whether they are informal leaders or in a formal leadership position such as that of head of department or learning area co-ordinator. This conception promotes the mobilisation of untapped attributes of teachers regardless of power or position. According to Katzenmeyer and Moller, (2001, p. 5) teacher leadership refers to teachers who "lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice. Katzenmeyer and Moller (2001) contend that teacher leadership has to be made available to all teachers; otherwise some teachers will end up as leaders, while others as merely

technicians, creating a two-tier system. According to Lord and Miller (2000), teacher leadership is practiced in the following four categories:

- Working with individual teachers in classroom setting conducting activities like lesson planning and team teaching.
- Working with groups of teachers in workshops or in professional development settings.
- Working with various constituents to address crises and teacher evaluation.
- Working with teachers, administrators, community members at meetings or conferences.

This conception is similar to the view that teacher leadership is not for a few, it is for all (Fullan, 1994). Their conception allows teachers to assume leadership roles in the classroom and beyond into the community. Their view is similar to the view that teachers lead within and beyond the classroom (Katzenmeyer & Moller, 2001). Similarly, Danielson (2006) views teacher leadership on the perspective of teachers continuing to teach and demonstrating a set of skills beyond their classrooms to other teachers within their own school and elsewhere beyond the school. Teacher leadership occurs in all aspects of the school, namely, teaching and learning processes, school programmes, school policies and community relations. In essence, teacher leadership is understood as an emphasis holding leadership position in the school.

According to Grant (2010), teacher leadership refers to the process of classroom-based teachers becoming aware of and taking up informal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust". Grant (2006, p. 514) argues that "teacher leadership is critical in the transformation of South African schools and given the pervasive inequalities in the schooling system coupled with a range of new policies that require change, schools can no longer be led by a lone figure". Teacher leadership can be closely linked to distributed leadership although it is new to local literature (Grant, 2006). Against this understanding, I concur with the view that leadership should not be viewed on the basis of formal versus informal leaders.

2.3.2 ENACTMENT OF TEACHER LEADERSHIP

In the South African context, a study about teacher leadership was conducted in KwaZulu-Natal about the perceptions of teachers on their understanding and experiences about teacher leadership. The study adopted a survey approach and used closed questionnaires to gather data from 1055 post level one teacher (Grant, Gardner, Kajee, Moodley and Somaroo, 2010). The study was specifically interested in describing and understanding the meaning South African teachers gave to the concept of teacher leadership and to explore the practices they associated with teacher leadership in their schools (Grant *et al.*, 2010). Teachers understanding and experiences were strong in the zone of the classroom but decreased considerably in relation to indicators of teacher leadership in zone two where teachers worked with other teachers outside the classrooms (Grant *et al.*, 2010). Similarly, a study conducted by Gael (2010), reveals that teachers experienced teacher leadership as being restricted to their classrooms and there was very little leadership being distributed to post level one teachers by the SMT at a whole school level. All three teachers described leadership within the context of their classrooms where they led and promoted good leadership (Gael, 2010).

With reference to curricular and extra-curricular activities, findings point to a restricted form of teacher leadership. In their study they indicate that there is a great concern about the possibility of authentic leadership beyond the zone of the classroom (Grant *et al.*, 2010). The findings suggest that teacher leadership is not yet institutionalised in the majority of the schools (Grant *et al.*, 2010).

The study conducted by Grant (2006), reveals that SMT monopolises leadership roles rather than distributing it and making it a collaborative effort. The most important aspect of teacher leadership is the collaboration between management and teachers in order to clarify the roles and their purposes (Wasley, 1991). Similarly, Little (2003), argues that collaboration should be at the heart of teacher leadership as it suggests the distribution of power. Grant (2006) argues that the schools that wish to embrace teacher leadership must develop a culture that supports collaboration, partnership, team work and collective decision making. The *South African Schools Act* (1996) and the *Norms and Standards for Educators* (2000) stipulate that the SMT should no longer take decision on school matters unilaterally. Gael (2010, p. 91)

argues that, "it must be noted that although there was a thread of collegiality and collaboration that exposed itself within zone two, it was found to be contrived in the area where teachers worked on whole school development issues where decision-making was controlled by the SMT".

It is my argument that given such findings it becomes difficult for post level one teachers to enact teacher leadership beyond the classroom. In addition to that, teachers may be reluctant to take on leadership roles in schools. Hence in the South African context, the term leadership is often associated with formal positions of leadership (Grant, 2006). I support the view that leadership needs to be understood as the collective capacity to do useful things and where leadership responsibility is widely shared beyond the principal (Senge, 1990). I believe that enactment of teacher leadership should be based on collaboration as it provides the opportunity for teachers to take on leadership roles and responsibilities beyond the classroom. I argue that enactment of teacher leadership is determined by whether the school management team is prepared or not prepared to relinquish power and authority to all teachers in the school. Failing to relinquish power may result in teachers feeling excluded in school leadership and will remain restricted to the classroom (Harris & Muijs, 2005).

Enactment of teacher leadership cannot be developed if the South African schools still hold the old hierarchical form of leadership. Studies by Grant (2006), Singh (2007), Rajagopaul (2007) and Gael (2010) argue that the hierarchical structure that still exists in South African schools delays the development of teacher leadership. It is my belief that enactment of teacher leadership must be informed by the collaboration of all stakeholders in schools. In terms of *Norms and Standards for Educators (2000)* teachers have several roles to play in school matters even beyond the classroom.

The findings from the study conducted by Hlatywayo (2010) indicates that the selected school was compliant with the proper enactment of teacher leadership, although the whole concept of teacher leadership for the teachers in the school was relatively new, which attested to the research of Grant (2005). Furthermore, the findings reveal that the enactment of teacher leadership was more prominent in zone 1 and zone 2 and limited in zone 3 and zone 4.

From the continental perspective, in a study conducted in Namibia by Hashikutuva (2011), the findings reveal that, although teacher leadership was a new concept to many Namibian

educators, it was exercised in those schools. The findings of the study indicate that, at School A, teacher leadership was successfully enacted across the first three zones while at School B, it was largely restricted to the classrooms and at School C, it was evident across the four zones, but mostly in the first three zones of the model and therefore classified as emergent (Hashikutuva, 2011).

From the international perspective, a study was conducted in United States of America by Angelle and DeHart (2011), in which they examined differences in perceptions of teacher leadership, particularly the extent of this practice pertaining to school levels (i.e. elementary, middle and high), degree level and teachers in leadership positions compared with the teachers who do not consider themselves in positions of leadership. The study reveals that teacher willingness to share their expertise with peers is essential to ongoing collaboration and nurturing of leadership skills (Angelle & DeHart, 2011).

2.3.3 FACTORS THAT PROMOTE TEACHER LEADERSHIP

York-Barr and Duke (2004) contend that there are recognisable conditions that must exist for teacher leadership to develop. These conditions mirror the theory behind distributed leadership, and provide a framework that covers school culture and context, roles and responsibilities of teachers, and the structural system of the school. My understanding is that, if all the conditions underpinning the above can be dealt with thoroughly, one can see teachers actively participating in teacher leadership roles even beyond the classroom. Next, I want to look at these various factors that are considered to be enhancing teacher leadership in school.

2.3.3.1 SCHOOL CONTEXT AND CULTURE

Murphy (2005) suggests that teacher leadership can be achieved within an enabling school culture where teacher leadership is valued, purposefully developed, nurtured, supported and rewarded. Supporting this idea, Muijs and Harris (2007) suggest that teacher leadership can only flourish where both school culture and associated structures allow it to develop. According to Frost and Harris (2003) the culture of an organization is the system of values, beliefs and normal ways of behaving which underpins practice within the organisation. Bush

and Anderson (2008) contend that school culture embodies the informal features of an organisation and can be described as the way things are done in the organisation.

According to Muijs and Harris (2007) the involvement of teachers in decision-making on crucial, as well as on less central issues, helps create a shared feeling of responsibility for the goals of the organization and a shared sense of direction. It is my opinion that if all schools can develop or promote such culture one can see some enactment of teacher leadership. My understanding of school culture is that, it refers to the patterns of behaviour in an organisation. Three case studies of contrasting schools conducted by Muijs and Harris (2007) reveals that, while a shared culture and goals seem as an important prerequisite to distributing leadership in a school, teacher leadership itself affects the culture of the school.

Grant (2006) states that culture is embodied in people's attitudes, values and skill, which in turn stem from their personal backgrounds and from life experiences. School culture can have an effect on the enactment of teacher leadership. According to Grant (2006) teacher leadership can only be understood in the context in which it occurs. Grant (2006, p. 524), is of the opinion that the "success of the concept of teacher leadership would be directly related to school culture." It is my belief that school principals and SMTs have a role to play in promoting a school culture that advances teacher leadership. According to Grant (2006) schools need to develop a culture which recognizes that all teachers can lead. I believe that if the school principals and SMTs can understand that it is not only the people who are occupying formal positions that can lead, teacher leadership can develop in South African schools. I believe that if the school culture encourages taking initiatives, then teacher leadership can develop.

Katzenmeyer and Moller (2001) indicate that the culture of ongoing support and teacher professional development are essential for teacher leadership development. A culture of transparency and mutual learning are essential for the development of teacher leadership (Grant, 2006). The school context is a vital component that either facilitates or hinders teacher leadership (Katzenmeyer & Moller, 2001 and Harris & Muijs, 2005). Wasley (1991) argues that there should be a strong culture which encourages positive principal-teacher relationships, more participation in decision-making as well as high teacher morale and professionalism. I believe that school culture must aim at developing a sense of community among teachers that promote professionalism.

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A study conducted by Grant *et al.* (2010, p. 11) reveals that "although formal management and governance structures, through legislation, exist in schools; it seems that many schools remain unable to change their culture and practices towards more inclusive and democratic forms of participation". This is shocking after so many years of democracy where I expect that democratic leadership principles at schools have reached the peak.

2.3.3.2 COLLABORATION

The international literature by scholars such as Caine and Caine (2000) and Little (2000) suggests that sharing norms and values in a collaborative setting, and promoting a culture of trust, teacher leadership flourishes. Similarly, Little (1990), and Muijs and Harris (2003) contend that teacher leadership centres on aspects of trust, support and communication in a school community. In international literature, researchers argue that leadership is a 'group activity' and for successful collaboration school principals and SMTs must provide time for collaboration. Muijs and Harris (2007) in their study found that teacher leadership often occurred within a variety of formal and informal collaborative settings. Groupings among teachers appeared to exist both within and across subjects, with a mandate to undertake developments or to problem solve in certain key areas of the school (Muis & Harris, 2007, p. 130). Shared decision-making is a concept used during some collaboration that supports and promotes teacher leadership (Bonduris, 2011).

According to Muijs and Harris (2007) a culture of trust and collaboration is essential, as is a shared vision of where the school needs to go, clear line management structures and strong leadership development programmes. According to Birky, Shelton and Headley (2006) the ability of a principal to encourage and motivate leadership capacities in the building, is critical for educational reform and collaboration. This indicates that for collaborative work, the school principal and SMT must have an influence in order to develop teacher leadership.

Effective collaboration develops trust between teachers and administrators and teachers are encouraged in their leadership role when they felt trusted by their administrator (Birky *et al.*, 2006). It is my understanding that leadership needs to be looked at and treated as a collective action rather than as an individual exercise. According to Muijs and Harris (2007), the schools that were part of a collaborative network in which teacher leadership was stressed, seemed to find this a major facilitating factor. In a collaborative work culture the value of

individuals in the school is acknowledged, as such teachers are empowered and encouraged (Fullan, 1991). It is my understanding that if teachers are empowered and encouraged their confidence is boosted. I believe that it is the duty of the school principal and the SMT to identify and assist potential teacher leaders in taking leadership roles beyond the classroom. It is my belief that collaboration can assist in addressing the issue of teachers confined to the classroom.

According to Grant (2006) the schools that wish to embrace teacher leadership must develop a culture that supports collaboration, partnership, team work and collective decision making. I also believe that a culture of teacher support and collegiality is critical to teacher leadership enhancement. I also share the same view that school principals and SMTs must lay a good foundation for collaborative work and decision making for effective enactment of teacher leadership. According to Little (2000) teacher leadership requires a school context and culture which is collaborative. Grant and Singh (2008, p. 29) share the same view when they say "if the culture of the school is not collegial, barriers to teacher leadership may arise". Ntuzela (2008) argues that for teachers to be able to work collaboratively and solve their problems, a shift from the traditional and autocratic ways of managing schools towards a distributed leadership culture is needed. Ntuzela (2008) further suggests that schools must have a strong culture which encourages positive relationship between the principal and the teacher and more participation in decision-making. Collaboration is at the heart of teacher leadership, as it is premised upon change that is enacted collectively (Harris & Muijs, 2003).

2.3.3.3 COLLEGIALITY

Little cited by Harris and Muijs (2003, p. 8) suggests that collegial interaction at least lays the groundwork for developing shared ideas and for generating forms of leadership. Thurlow, Bush and Coleman (2003) argue that in collegial models, power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the organisation. In schools where collegiality is contrived by ignoring teachers' views and inputs, the enactment of teacher leadership is affected. My opinion is that collegiality can be a vital element to promote teacher leadership in schools. The school principals and SMTs have to ensure collegiality practice. I also concur with Fullan (1992) that teachers need to interact with and support each other in order to develop collegiality. The study conducted by Grant *et al.* (2008) found that SMTs are the main barrier to teacher leadership because of their lack of trust in teachers and because they did not involve teachers

in decision making. In line with this view, my study aims to reveal what role SMTs play in facilitating teacher leadership in schools. It is my opinion that teachers need to be involved in decision making in the schools.

Research shows that collegiality plays a key role in the development of teacher leadership (Muijs & Harris, 2003). It is my opinion that if school principal and SMTs can develop collegial culture in schools, teachers can easily take leadership roles and this can promote teacher leadership development. Ntuzela (2008) argues that if the school culture is not collegial and the SMT operates in isolation, then teacher leadership is automatically impeded. In line with this view, my study aims to reveal teachers' perceptions on collegiality to determine whether SMTs facilitate teacher leadership or not in schools.

2.3.3.4 STAFF DEVELOPMENT AND SUPPORT

Leadership development requires strong support and specific forms of professional development of staff (Muijs & Harris, 2007). Muijs and Harris (2007) discovered that in the most successful school, staff development methods, such as mentoring and coaching, were being used to develop leadership and collaborative skills. I believe that teachers can be introduced to teacher leadership through colleagues who have undergone specific and relevant training. Harris and Lambert (2003) contend to develop teacher leadership, teachers need empowerment and encouragement. Murphy (2005) categorises the support aspect into six broad dimensions, namely values and expectations, structures, training, resources, incentives and role clarity.

According to Harris and Muijs (2003) teacher leaders need opportunities for continuous professional development in order to develop their leadership roles. Supporting this view is the research by Katzenmeyer and Moller (2001) that suggests that, for effective teacher leadership, teacher leaders need to continuously improve their teaching skills, be involved in school decision making and be involved in the professional development of others. This is a kind of support that teachers need in schools. Katzenmeyer and Moller (2001) summarise everything when saying, supporting teacher leadership, refers to understanding the concept, creating awareness in teachers of their own leadership potential and providing opportunities for the development of teacher leadership. I argue that teachers must be given an opportunity to enact teacher leadership through the process of empowerment, support and shared decision making in the whole school.

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According to Danielson (2007) one of the causes of lack of leadership skills required for teacher leadership is that these skills were not part of their preparation programme. Supporting this view de Villiers and Pretorius (2011), suggest that distributed and shared leadership theory and practice should also be prioritised and included in teacher preparation courses, both at under-graduate and post- graduate level. I also concur with this view on the basis that many teachers received training in classroom management during their tertiary training. When teachers are lacking experience and confidence when taking on leadership roles (Harris & Muijs, 2005), this is a clear indication that teachers need to be developed and capacitated on teacher leadership. According to Grant *et al.* (2010) teacher leaders are agents of change and this agency should be nurtured and tapped so that teachers learn to lead new initiatives and challenges. They believe that teachers require support from the principal as 'leader of leaders' and through continuing professional development initiatives, both inside and outside the school (Grant *et al.*, 2010). Supporting this view Muijs and Harris (2007) argue that external support also appears to be important in helping schools develop teacher leadership.

I believe that principals must support teacher leadership through providing time and space, as well as providing financial, material, and emotional support. It is my view that principals and SMTs must have confidence in their leadership skills to encourage and support leadership within the classroom and beyond. Teachers also need to have confidence in leadership skills they embody and explore ways to use them. In doing so, teachers will realise that taking responsibility for their own personal learning impacts on their professional effectiveness and organisational effectiveness. The case studies of contrasting schools conducted by Muijs and Harris (2007) conclude that for teacher leadership to become a reality, teachers must be given real support for their work.

2.3.3.5 PRINCIPALS AND THE SMT

Literature indicates that administrative support plays a key role in enhancing and maintaining teacher leadership (Harris, 2003). According to Bonduris (2011), if teachers feel supported by the administration, they are more likely to feel valued and take on leadership roles. This means that teacher leadership is important to both the school principal and the SMTs. Bonduris (2011) further contends that the school principals' task is to carry the school vision and where teacher leadership is high, vision is shared amongst teachers and administration.

According to Feeney (2009) school principals must relinquish a certain amount of power in order to develop teacher leadership. The school principal has a great influence and plays a crucial role in the performance of teacher leaders (Barth, 2001) and (Murphy, 2005). According to Barth (2001) principals who encourage and enlist teacher leadership leverage their own. This means that principals' ability to encourage and motivate is a key to the development of teacher leadership. Birky *et al.* (2006), state that principals who functioned more as managers than instructional leaders had less successful schools than those who worked closely with teachers in their roles. Administrators encouraged teacher leadership activities when they do the following:

- Valued and respected the person, work, and role of teacher leaders
- Embraced change and allowed experimentation and risk taking by teachers
- Provided both verbal (affirmation and encouragement) and technical support for the tasks
- Promoted and facilitated collaboration (including participation in meetings when helpful and allowing independence when participation wasn't necessary)
- Empowered teachers in their teacher leader tasks
- Involved faculty members in decision making
- Made themselves available when needed
- Led by example and mentored those who were learning to lead (Birky *et al.*, p. 96, 2006).

In South African schools many people believe that school principals are accountable for schools and they cite this as the reason why principals are reluctant to distribute leadership (Ntuzela, 2008). My opinion is that if school principals are accountable for whatever is taking place in schools, they are also accountable for poor teacher leadership. It is my view that for effective teacher leadership in schools, teachers' experience must be supported, respected and acknowledged by the school principals and SMTs. If that is taking place in South African Schools, I can conclude that school principals and SMTs are influencing teacher leadership and they need not to be associated with poor teacher leadership in South Africa.

In the South African context, a study conducted by Ntuzela (2008) reveals that teachers feel demotivated if they are prevented from taking leadership responsibilities. Ntuzela (2008)

reveals that principals delegated unwanted tasks and administrative work to the teachers of which this is the opposite of distributing leadership (Grant *et al.,* 2010). Similarly, Singh (2008) found that school principals believed they were developing teacher leadership when they overloaded teachers with unwanted administrative chores. It is my belief that teacher leadership is meant to empower teachers with leadership skills on various activities and leadership roles. I believe that if teachers are influenced by school principal and SMTs, they are likely to excel in leadership beyond the classroom. When that is the case, the perception that teachers are meant to lead only in the classroom can be addressed. My position as a researcher is that, if teacher leaders are influenced by their administrator's actions, they are likely to take leadership roles. It is important for school principals and SMTs to understand what motivates and what discourages teachers to be leaders.

2.3.4 CHALLENGES TO TEACHER LEADERSHIP

There are many South African schools that are still bureaucratically and autocratically governed with top down structures acting as barrier to the enactment of teacher leadership (Grant, 2006). However, the *Norms and Standards for Educators (2000)* requires teachers among other things to play a role of being a leader, manager and administrator. The literature suggests that barriers to teacher leadership include autocratic leadership, time and teachers themselves as barriers to the enactment of teacher leadership (Muijs & Harris, 2007). According to Harris and Lambert (2003) teacher leadership will only be embedded when principals become 'leaders of leaders' by developing trust amongst teachers and encouraging leadership in the school. This is a clear indication that leadership is still premised upon individual endeavour, rather than collective action (Muijs & Harris, 2008). A study by Ntuzela (2008) reveals that there were some barriers to the promotion of teacher leadership from both the SMT members and the teachers. Katzenmeyer and Moller (2001) stress that continuous efforts are needed to resolve issues and remove barriers in the school context to facilitate teacher leadership in schools. This view acknowledges the existence of barriers.

2.3.4.1 AUTOCRATIC LEADERSHIP

Based on the experience of the tutors, many South African schools are still bureaucratically and hierarchically organized with principals who 'are autocratic and show negativity to teachers who attempt to take up a leading role outside the classroom' and this is regarded as a powerful barrier (Gant, 2006, p. 525). Similarly, Grant (2006), Singh (2007) and Rajagopaul

(2007) further argue that the hierarchical structure that still exists in South African schools continues to work against the development of teacher leadership. I believe that leadership styles in schools need to be changed by the school principals and the SMTs so as to meet the requirements of the *South African Schools Act (84) of 1996* on how schools should be governed. According to Wasley (1991) the lack of teacher leadership and greater emphasis on traditional leadership, teachers have very few opportunities to bring about change in both within and outside their classrooms. In support of this view a study conducted by Grant *et al.* (2010) reveal that, the SMT was perceived as an impediment to teacher leadership because SMT members did not distribute leadership but instead autocratically controlled the leadership practice. The idea suggests that SMT is responsible for the development of teacher leadership hence my study seeks to explore the role of the SMTs in facilitating teacher leadership in schools. The results of the study conducted by Birky *et al.* (2006) reveal that administrators can either encourage or discourage teacher leadership.

According to Birky *et al.* (2006, p. 97) in a study about administrators influence on teacher leadership, suggest that, the following actions should be avoided by the administrators because they discourage teacher leadership initiative:
- Withholding, controlling, or limiting power from teachers.
- Devaluing the work and efforts that had been made.
- Placing teachers in isolated rather than in collaborative situations.
- Focusing too much on micro-managing the details of the work instead of providing and supporting the bigger picture, the larger goal.

Similarly, Thurlow (2003) support the idea that principals must lose their paradigm of autocratic governance and their understanding that decision making is from the top. I argue that if decision is enforced on teachers, they are likely to be reluctant in executing those decisions. According to Birky *et al.* (2006) teacher leaders are discouraged when their administrators want to lead in more traditional, authoritarian ways without being open to a more participatory process for change. Supporting this view is the research conducted by Muijs an Harris (2007) where they found that teachers felt that were not always listened to, and some managers prefer a 'top-down' leadership approach. It is my understanding that in many South African schools, leadership is still confined only to those who are holding formal positions against distributed leadership for all as the legislation suggest. I believe that school

principals and SMTs need to adopt changes and acknowledge that even those who are not holding formal positions can lead. School administrators will need to understand the concept of trust and support in order realise this. Various studies (Singh, 2007; Rajagopaul, 2007 and Ntuzela, 2008) support the notion that school principals and SMTs are barriers to teacher leadership by controlling decision-making processes and being afraid to delegate authority.

This is against what *The Norms and Standards for Educators (2000)* is commanding, as it suggests that teachers need to play several roles, both within and beyond the classroom. Amongst the roles mentioned, included are leadership, managerial and administrative roles. It is my belief that the success of teacher leadership in school will be determined by the collaboration of the school principal, SMT and teachers in a school. If these cannot take place in school we are likely to hear one blaming another for failure of teacher leadership in South Africa. It is possible for school principals and SMTs to develop teacher leadership with documents in place. Murphy (2005) and Barth (2001) share the same views on the development of teacher leadership as they view the principal as having the greatest influence on teacher leadership in schools.

A study conducted by Grant *et al.* (2010) reveal that SMTs were an impediment to teacher leadership as they did not distribute leadership but instead autocratically controlled the leadership process. These findings concur with the case study conducted by Singh (2008) who also found that the SMTs were barriers to teacher leadership. Rajagopaul (2007) also shares the same opinion when he found out that principals are afraid to delegate their authority. Slater (2008, p. 48) in his study has reveals that behaviour of leaders in schools has a profound effect on the people, and "that effective leadership helps to determine the culture of the organisation by their behaviour". According to Ntuzela (2008) if the SMTs can understand the benefits of teacher leadership for teachers as individuals, and for the whole school development, then it will be easy for the SMT to share power with other colleagues.

Literature reveals that principals fear that if they distribute leadership they might lose their positions. In line with these findings my study seeks to find out whether principals and SMTs facilitate teacher leadership or not in schools. Supporting teachers is another aspect that school principals and SMTs should consider critical. My argument is that if the School principals and SMTs can be a force behind the enhancement of teacher leadership in schools, then teachers can change their attitude and take leadership roles. Grant (2006) contends that

principals need to be supported as they learn to delegate authority and teachers need to be supported as they take up their leadership roles. It is my belief that lack of support by school principal and the SMTs may impede the development of teacher leadership in school. Principals have to lose their paradigm of autocratic governance and their belief that everything is decided and planned from the top (Thurlow, 2003, p. 195). In line with this view, I also believe that an autocratic style of leadership is one of the greatest barriers to teacher leadership in schools.

2.3.4.2 TEACHERS

According to Grant (2006), for teacher leadership to occur, not only do principals need to distribute authority, but teachers also need to understand and take-up their agency role. Sometimes as teachers we tend to shift blame to principals for our failure to execute our duties. I'm not saying principals are not to be blamed but as teachers we need to do introspection as well. In many schools it is common to see teachers very reluctant to take on leadership roles but rather consider themselves as only classroom leaders. In a study conducted by Muis and Harris (2007) they found that unwillingness of teachers to take leadership roles is a barrier to teacher leadership. Lack of experience and confidence of teachers was also identified as a potential barrier. A study conducted by Grant *et al.* (2010) found that a further barrier to teacher leadership was teachers themselves. Supporting this, Ntuzela (2008) found that teachers themselves block teacher leadership, either by refusing to lead, by refusing leadership from other teachers or through a lack of understanding of teacher leadership.

In a study by Birky *et al.* (2006) on how administrators influence and encourage teacher leadership, they concluded that it is important for administrators to understand what motivates and what discourages teachers to be leaders. De Villiers & Pretorius (2011) in a study about educators' perceptions of and readiness for teacher leadership found that, educators support the notion of teacher leadership and are ready for it, but in reality, the actual practice of leadership beyond the classroom is limited.

A study conducted by Little (1995) found that leadership in schools is determined by the extent to which teachers accept the influence of their colleagues who have been assigned with leadership roles. Ntuzela (2008) argues that teacher's demotivation was also another barrier that emerged from the data, and that hampered the promotion of teacher leadership.

According to Wasley (1991) resistance to leadership amongst teachers is caused by a lack of understanding, support or reward for their additional efforts. This is not the only reason as Wasley (1991) states that teacher leadership is also hindered by teachers who are not willing to associate themselves with managerial responsibility. The question that one needs to ask is; how do those teachers differentiate between their responsibilities and those of the school principal and the SMT? In line with this view, my study seeks to reveal whether teachers understand the concept of teacher leadership or not. It is my intention in this study to know what they consider their responsibility and what do they consider as the responsibility of the school principal and SMT. According to Grant (2006), teachers do not realise their roles in the transformation of schools, despite the concepts being embedded in the policy documents. Katzenmeyer and Moller (2001, p. 2) summarise this idea by saying, "within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change".

A study conducted by Ntuzela (2008) shows that teachers themselves as colleagues can become a barrier if they do not work collaboratively and do not assist those who have been appointed as teacher leaders. Teachers must be aware that school principals and management cannot impose leadership on teachers (Muijs & Harris, 2003). It is my opinion that teachers themselves must be willing to take leadership roles even if they are not delegated. Teachers need to commit themselves to whole school development and show their SMTs that they are ready to take on leadership activities, in and beyond their classrooms (Ntuzela, 2008). Teachers need to become intrinsically motivated and view teacher leadership roles as both personal and professional development (Grant, 2006). According to Muijs and Harris (2007) there are some teachers who still view leadership as having little to do with them. Lack of experience and confidence of teachers is also a potential barrier to the enactment of teacher leadership (Muijs & Harris, 2007). My opinion is that teachers need to be given an opportunity to take leadership roles so as to gain experience and develop courage. It is my belief that they can be assets to develop teacher leadership even outside their schools. In

order to maximize student learning, teachers must assume leadership roles and take on more responsibility for school wide change (Katzenmeyer & Moller, 2001; and Muijs & Harris, 2003).

Muis and Harris (2007) and Katzenmeyer and Moller (2001) found that, while more teachers are willing and prepared to be involved in leadership they can be prevented from doing so by their colleagues who are less than supportive about them taking on leadership roles. Teachers, principals and schools need time to develop the knowledge, skills and values necessary for distributed leadership and teacher leadership to become a reality (Grant, 2006). It is my belief that the success of teacher leadership in schools rest upon interpersonal factors and relationships with the school management team and the staff.

2.3.4.3 TIME FACTOR

Literature suggests that lack of time is one of the factors that hinder the development of teacher leadership in schools (Harris & Muijs, 2003 and Grant, 2006). Muijs and Harris (2007) contend that time needs to be set aside for teachers to meet to plan and discuss issues such as curriculum matters, developing school-wide plans, leading study groups, organizing visits to other schools, collaborating with colleagues and Higher Education Institutions. Grant (2006) argues that time is one of the factors that prevent the development of teacher leadership in schools. A study by de Villiers and Pretorius (2013), identified inadequate time for collaboration, leading and learning, as well as a lack of incentives or rewards for engaging in leadership activities as barriers to teacher leadership. This idea indicates that teacher leadership is understood as a responsibility of those in formal leadership.

A study conducted by Rajagopaul (2007) indicates that teachers are reluctant to engage in leadership roles because it is time consuming and also affect their personal lives. Literature indicates that teachers are stating that their failure to take leadership roles can be attributed to insufficient time to teach and lead at the same time. One cannot deny the fact teachers are faced with insufficient time in schools as they engage in both teaching and leadership responsibilities. School principals and the SMTs must provide sufficient time for the development of teacher leadership in school. Seashore, Marks and Krase (1996) found that in the more successful school, teachers were given more time to collaborate with one another.

Similarly, a study by Birky *et al.* (2006) on how administrators influence and encourage teacher leadership, they concluded that since teacher leadership activities often involve working in teams, administrators should provide time for teachers to collaborate.

2.4 CHAPTER SUMMARY

This chapter has discussed the two theoretical frameworks underpinning my study. Under the review of related literature I have discussed the different conceptions of teacher leadership. Furthermore, I have discussed the enactment of teacher leadership looking at both international and local literature. I have also explored the factors that promote teacher leadership focussing on school context and culture, collaboration, collegiality, staff development and support and the principal and the SMT. Lastly, I discussed challenges to teacher leadership looking at autocratic leadership, teachers and the time factor.

In the next chapter I present the research design and methodology used in the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter outlined the theoretical framework underpinning the study and literature reviewed in respect of the study. This chapter discusses the research design and methodology adopted in the study with regard to the key questions formulated in chapter one, namely:

- What do teachers understand by the term teacher leadership?
- How do teachers enact teacher leadership beyond the classroom?
- How do School Management Teams facilitate (do not facilitate) teacher leadership beyond the classroom?

The study set out to explore the enactment of teacher leadership beyond the classroom in three high schools of one circuit in the Eastern Cape. This chapter begins with the delineation of the research paradigm. It is followed by the presentation of the research methodology as well as sampling and the methods used to generate the data. The chapter also discusses how the data was analysed, the ethical considerations as well as the trustworthiness and the limitations of the study.

3.2 PARADIGMATIC LOCATION

I approached my study from the interpretivist perspective as it strives towards a comprehensive understanding of how participants relate and interact with each other in a specific situation. It also helps to understand how participants make meaning of a phenomenon under study (Maree, 2011). According to Cohen, Manion and Morrison (2007, p. 21) "the central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experiences". Similarly, Leedy and Ormrod (2005) indicate that the interpretive perspective helps the researcher to gain new insights about a particular phenomenon and to discover the problems that exist within the phenomenon. The interpretive approach allowed me as an interpretive researcher to gain teachers insights about the enactment of teacher leadership beyond the classroom in three high schools. During the research process I aimed at forming a holistic view of the participants within their contexts by

exploring their experiences, views and feelings regarding the enactment of teacher leadership beyond the classroom in their school. The ontological view of reality from the qualitative perspective is that reality is a social construction and truth is therefore a subjective phenomenon as the research is an interactive relationship between the researcher and the participants and between the participants and their experiences and how they construct reality based on those experiences (Maree, 2011). As an interpretive researcher my role was to interact with participants in order to make sense of participants' life-worlds and meanings they make about teacher leadership beyond the classroom. The epistemology of how one understands reality and the methods of knowing the nature of reality is derived from the stories, experiences and voices of the participants through the use of multi-methods of data gathering (Maree, 2011). In the study I considered interviewing and the issuing of a questionnaire essential.

3.3 RESEARCH METHODOLOGY

This study followed a qualitative case study approach. In a qualitative study, data is usually obtained in the form of words, based on observations and interviews, rather than numbers which is the basis for quantitative research (Fawcett & Garity, 2009). According Leedy and Ormrod (2005, p. 94) a qualitative research approach is "typically used to answer questions about the complex nature of the phenomena, often with the purpose of describing and understanding the phenomena from the participants' point of view". Hence, my study explores teachers understanding and enactment of teacher leadership beyond the classroom.

A case study design was used in order to explore the understanding of teacher leadership beyond the classroom. Yin cited by Maree (2011), defines case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used. The case study method is an approach to a social phenomenon through analysis of an individual case (Kumar, 2005). In my study, the case is three high schools and it is a case of teacher leadership beyond the classroom.

According to Leedy and Ormrod (2005), the strength of the case study design is that, it is useful for learning about situations, which might be poorly understood. In this study, I

intended to understand teacher leadership beyond the classroom which is poorly understood in many schools. According to Cohen *et al.,* (2007, p. 256) one of the strengths of the case study is that, "the results are immediately intelligible and speaks for themselves and they catch unique features that may otherwise would have been lost in the interpretation of larger scale data". I have selected a qualitative case study design which is going to assist me in gaining a clear understanding and acquiring knowledge regarding teacher leadership beyond the classroom.

3.4 METHODS OF DATA GENERATION

During the data generation process, the researcher used two methods namely; semi-structured interviews and a qualitative questionnaire which are discussed in the following part.

3.4.1 SEMI-STRUCTURED INTERVIEWS

According to Cohen *et al.,* (2007, p. 351) the interview is "a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation". According to Dowling and Brown (2010, p. 78), "interviews enable the researcher to explore complex issues in detail, they facilitate the personal engagement of the researcher in the collection of data, they allow the researcher to provide clarification, to probe and to prompt". I used a semi-structured interview schedule (see appendices 6, 7 & 8, pp. 90-94) as the data gathering tool as it helps to define the line of enquiry (Maree, 2011). In order to avoid power dynamics amongst the participants, I decided to interview the participants separately. I also wanted to ensure that the participants express their views freely and without fear or intimidation. I used a tape recorder to record the participants during the interviews which ranged from 20-40 minutes. A qualitative approach usually involves open-ended or semi structured interviews, which are typically tape-recorded and transcribed (Devlin, 2006). Audio recordings were conducted privately in a quiet place and with minimal interruptions.

3.4.2 QUALITATIVE QUESTIONNAIRE

According to Cohen *et al.,* (2007, p. 321), the use of a questionnaire allows the researcher to "… enable comparisons to be made across groups in the sample; and are quick to complete and straightforward to code". In the study I administered a qualitative questionnaire (see appendix 9, p. 96) to post level one teachers in the three high schools in order to make comparisons from their range of responses. Questionnaires are less expensive and offer greater anonymity (Kumar, 2007).

I attached a consent form (see appendix 4, p. 88) to each qualitative questionnaire (QQ) to indicate that participation is voluntary and participants may withdraw at anytime if they wished to. The participants were not required to write their names on the questionnaires to ensure confidentiality. I used an open form questionnaire which permits the participants to answer freely and fully in their own words and their own frame of reference (Van Dalen, 1979). Similarly Cohen *et al.,* (2005, p. 248) state that open questions "enable the respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response". The open ended questions were used because they are a very attractive device for a small scale research or for those sections of a questionnaire that invite an honest, personal comment from the respondents (Cohen *et al.,* 2005).

3.5 SAMPLING

Kumar (2005, p. 164) defines sampling as "the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group". In qualitative research, the main types of sampling include convenience, purposive, cluster, volunteer, random and snowball (Bloom & Trice, 2007). Cohen *et al.,* (2007) suggest two types of sampling namely, probability (random sample) and non-probability (purposive sample). The difference between these methods of sampling is that: in probability sampling (random) "the chances of members of the wider population being selected for the sample are known" whereas in a non-probability sampling (purposive) "the chances of members of the wider population being selected for the sample are unknown" (Cohen *et al.,* 2007, p. 110).

According to Kumar (2005, p.178), in quota sampling, "the sample is selected from a location convenient to the researcher, and whenever a person with this visible relevant characteristics is seen, that person is asked to participate in the study". In order to administer the questionnaire to the teachers I have adopted the quota sampling method. My advantage is that it is least expensive way of selecting a sample and guarantees the inclusion of the type of people the researcher needs (Kumar, 2005).

3.5.1 SCHOOLS SELECTED FOR THE STUDY

The sample of the study consists of three high schools in one circuit within the Eastern Cape Province which was accessible to the researcher. The selection of schools for the study was based on purposive and convenience sampling.

The study was conducted in one circuit situated on the eastern side of Bizana in the Eastern Cape, bordering KwaZulu-Natal. The area is mostly dry for agriculture to take place. People in this area are mostly unemployed. Most of the males used to work in mines while women used to work in sugarcane and banana farms in KwaZulu-Natal. There are a few schools which were initially built by communities and later on by the government with no running water but mostly electrified and fenced. There are four high schools in this circuit. The demographics of the learners are such that they come from mainly poor backgrounds and are all Africans. Most learners have to walk long distances to get to the school daily. The area is ruled by a chief and ward councillor. The biggest challenge facing the youth is crime and teenage pregnancy. Most people rely on government social grant for survival. In most families children without parents are in charge. There is one hospital covering the entire district.

School A (Mzantsi High) consists of one principal, one deputy principal, two HODs and 16 post level one teachers. The school comprises 528 learners. School B (Middle High) consists of one principal, one deputy principal, two HODs and 18 post level one teachers. The school comprises 399 learners. School C (Excellent High) consists of one principal, one deputy principal, two HODs and 18 post level one teachers. The school comprises 614 learners.

3.5.2 SAMPLING FOR THE STUDY

For the semi-structured interviews I adopted purposive and convenient sampling, as it allows the researcher to pick a selected group of individuals most appropriate to answer the questions and select the specific information sources required to gain insight into the research study (Burns & Grove 2011). In this sample, I have purposively and conveniently selected School Management Team members (one principal and one HOD) and one post level one teacher from each of the three selected high schools to answer the questions and give information on teacher leadership beyond the classroom. According to Kumar (2005, p.179) judgemental or purposive sampling allows the researcher only to go "to those people who in his/her opinion are likely to have the required information and be willing to share it. In the study I selected three principals because I felt that, as the heads of the schools, they are in a position to distribute leadership and influence teacher leadership in their schools. I selected HODs because I felt that as part of school leadership, one of their responsibilities is to distribute responsibilities to post level one teachers so they might provide me with relevant information for the study. I selected post level one teachers because I felt that, since they are supposedly fully involved in the enactment of teacher leadership, they might be the reliable source of my data. It is my opinion that little is known about teacher leadership and this type of sampling is extremely useful when the researcher wants to develop something about which only a little is known (Kumar, 2005).

I used the following codes and pseudonyms (Table 2) to present the various participants and data collection methods in the study.

DESCRIPTOR	PSEUDONYM
School A	Mzantsi High
School B	Middle High
School C	Excellent High
School A Principal	Shoes
School B Principal	Carol
School C Principal	Teenage
School A HOD	Happy
School B HOD	Two-boy

School C HOD	Winnie
School A Post level 1 teacher	Goodman
School B Post level 1 teacher	Lefty
School C Post level 1 teacher	League
Interviews	I
Qualitative Questionnaire	QQ

Table 2 showing codes used

3.6 PILOTING

In an attempt to assess whether the research protocol is realistic and workable as well as to identify logistical problems when using data generating tools, I piloted the instruments. The questionnaire was piloted using six teachers in my school to check the clarity of the questionnaire, time taken to complete, to identify commonly misunderstood items and to eliminate difficulties in wording (Cohen *et al.,* 2005). I also conducted pilot interviews with the deputy principal of my school. The pilot study proved that the questions were easy to understand. However, it turned out that ordering of questions was problematic in that some questions should have been placed earlier. Secondly, I established that some of the responses cannot be interpreted in terms of the data that is required.

3.7 DATA ANALYSIS

Qualitative data analysis is usually based on an interpretive philosophy and tries to establish how the participants make meaning of specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, values, feelings and experiences (Maree, 2011). According to Cohen *et al.* (2007), good data analysis involves organising, accounting for and explaining data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities. I first read the data repeatedly untill I understood it, to ensure good data analysis. I then reviewed the purpose of what I wanted to find out. I focused on how each individual has responded to each question. I organised the data by questions to look across all participants and their responses in order to identify consistency and difference.

According to Cohen *et al.* (2007, p. 476), " content analysis takes text and analyses, reduces and interrogates them into summary form through the use of both pre existing categories and emergent themes in order to generate or test a theory". This is also similar to Maree (2011, p. 101), who defines content analysis as "a systematic approach to qualitative data analysis that identifies and summarises message content". I adopted thematic content analysis to summarise and report written data. I used Grant's (2008) zones and roles of teacher leadership to understand how teacher leadership was enacted in each of the three schools. When developing and refining interpretations of my interviews, I also coded my data. I began by organising, sorting and labelling my data. This enabled me to summarise and synthesise what was happening in the data. I coded my data using Grant's (2008) zones and roles of teacher leadership. I assigned abbreviated codes of few letters and placed them next to the themes and ideas. I also jotted down notes on ideas that emerged for new interpretations and connections with other data.

3.8 TRUSTWORTHINESS

Trustworthiness is of utmost importance in qualitative research and assessing it is the acid test of data analysis, findings and conclusions (Maree, 2007). Trustworthiness in qualitative research aims at supporting the argument that the research findings are worth paying attention to (Lincoln & Guba, 1985). Lincoln & Guba (1985) have produced criteria to be used to ensure trustworthiness in the study namely; credibility, dependability, transferability and confirmability of a study.

According to Lincoln and Guba (1985), credibility can be understood as the researcher's ability to produce clear and convincing findings. Lincoln and Guba (1985) argue that ensuring credibility is one of most important factors in establishing trustworthiness. I visited the participants and engaged with them in order to gain an adequate understanding of their schools and to establish a relationship of trust with them (Lincoln & Guba, 1985). In an attempt to ensure honesty to my participants, I gave them an opportunity to refuse to participate in the study so that only those who are genuinely willing and prepared can participate. Second, I did member checking by asking the participants to read the transcripts, and that is the most important provision to ensure credibility of the study (Lincoln & Guba, 1985).

Transferability refers to the degree to which the findings of the study can apply or transfer beyond the bounds of the project (Lincoln & Guba, 1985). To address transferability contextual information about the fieldwork sites is provided to enable the reader to make transfer. Most importantly, description of the phenomenon under investigation is provided to allow the readers to have a proper understanding of it and to enable readers to compare with other findings (Shenton, 2004).

In ensuring dependability I used two data generating methods namely individual interviews and qualitative questionnaire. I also reported the detailed processes within the study to enable the future researcher to repeat the work, if not necessarily to gain the same findings (Shenton, 2004). In addressing the issue of confirmability, a detailed methodological description is provided to enable the reader to determine how far the data and constructs emerging from it may be accepted (Shenton, 2004). My supervisor, Dr Naicker thoroughly examined all the research components including original transcripts, data analysis documents and the text of the dissertation itself.

3.9 ETHICAL ISSUES

As a researcher I'm aware of ethical issues governing the research procedures. Ethics in this study was understood as "a matter of principled sensitivity to the rights of others, and that while truth is good, respect for human dignity is better" (Cohen, Manion and Morrison, 2007, p. 58).

First, ethical clearance approval for the individual studies as well as the overarching synthesis study (ethical clearance number HSS/0680/013M) was received from the University of KwaZulu-Natal under whose auspices the study was conducted (See p. ii). Letter requesting permission to conduct the research to the Provincial Department of Education was issued (see Appendix 1, p. 85). After receiving the permission letter from the DoE (see appendix 5, p. 89), letters to the principals of the schools requesting permission to conduct research in their respective schools were issued (see Appendix 2, p. 86). Last, letters to teachers requesting participation in the research were issued respectively (see Appendix 3, p. 87). One of the essential ethical aspects is the issue of the confidentiality and protection of the participants (Maree, 2011). The participants were first informed of the purpose of the research and their involvement in the research. During the interview process, permission to record the

participants was requested. The consent form (see Appendix 4, p. 89) was signed by the participants before starting interviews and completing the questionnaires. In order to protect the anonymity of the participants and schools, their real names were not revealed, instead pseudonyms were used. The names of the schools were referred to as Mzantsi High, Middle High and Excellent High. Participants were informed that participation is voluntary and that they have a right to withdraw from the study at anytime.

Ethical issues include obtaining letters of consent, obtaining permission to be interviewed, undertaking to destroy audiotapes (Maree, 2011). I informed the participants that the data collected will be stored in a securely locked University cupboard for a maximum period of five years, and then all the documents will be destroyed. Data will be kept on a CD with the supervisor who will incinerate it after five years.

3.10 LIMITATIONS OF THE STUDY

One of the limitations of a case study is that, the case study results cannot be generalized because of the sampling method. Cases might lack scientific rigour and case study might not be generalisable (Maree, 2011). Similarly Cohen *et al.* (2005), state that, results may not be generalisable and are not easily open to cross-checking, they may be selective, biased, personal and subjective. The results that I got from the selected schools cannot be generalized because they represent those three schools only out of the entire district. My intention was not to generalise but to gather rich description of teacher leadership beyond the classroom in the three schools. In addition, out of forty five questionnaires issued only thirty were returned. I worked on those returned questionnaires as I considered them enough to gather necessary data for the study.

3.11 CHAPTER SUMMARY

In this chapter I presented the methodology and methods used for my study. This study was conducted in three schools in one circuit in the Eastern Cape. I discussed the sampling methods used, focusing on the schools selected and participants of the study. I moved on to discuss the data generating methods of the study namely; semi structured interviews and a questionnaire. I also discussed the data analysis used in the study. Lastly, I discussed the issues of ethics, limitations and trustworthiness underpinning the study.

In the next chapter I focus on the presentation and discussion of the findings of my study.

CHAPTER FOUR

DATA PRESENTATION, FINDINGS AND DISCUSSION

4.1 INTRODUCTION

In the previous chapter I outlined the research design and methodology of the study. In this chapter I present the findings and the discussion of the study with regard to the three critical questions formulated in chapter one, namely:

- What do teachers understand by the term teacher leadership?
- How do teachers enact teacher leadership beyond the classroom?
- How do School Management Teams facilitate (do not facilitate) teacher leadership beyond the classroom?

To remind the reader, the aim of this study was to explore the enactment of teacher leadership beyond the classroom. It begins with an exposition of the various understandings of teacher leadership. In terms of how teachers enact teacher leadership beyond the classroom, I present the findings with reference to the three zones that pertain to teacher leadership as described by Grant's (2008) model of teacher leadership (See Chapter Two, Table 1 p. 14). Lastly, I present findings on SMT's facilitation of teacher leadership beyond the classroom.

4.2 FINDINGS AND DISCUSSION

I present my findings and discussion under three broad themes that are linked to my critical questions. They are:

- Understandings of teacher leadership.
- Enactment of teacher leadership beyond the classroom.
- Facilitation of teacher leadership by SMT's beyond the classroom.

4.2.1 UNDERSTANDINGS OF TEACHER LEADERSHIP

Under this theme, I present various understandings of teacher leadership that emerged from the data, namely:

- Exposure to the term teacher leadership.
- Classroom leadership and management.

- Leading learners beyond the classroom.
- Leadership of other teachers.

4.2.1.1 EXPOSURE TO THE TERM TEACHER LEADERSHIP

All post level one teachers and five SMT members who participated in the study said that, they have never been formally exposed to the term teacher leadership. However, they indicated that they were only exposed to leadership. When Lefty was asked he said:

> *"I'm not very exposed to the term. It is just a term that is new to me. I feel*
> *that I've been exposed to some form of a leadership…".*

Similarly, Goodman had this to say:

> *"I'm not familiar with the word but I understand the concept of*
> *leadership".*

Amongst the six members of the SMT interviewed, only one participant from Excellent High who happened to be the principal was aware of the term. When he was asked he said:

> *"I would say yes. In terms of the workshops that we attend we always come*
> *across terms like this one teacher leadership. In many cases you will find*
> *that the workshops are concerning this kind of activity of being a leader in*
> *the classroom as well as in management".*

4.2.1.2 CLASSROOM LEADERSHIP AND MANAGEMENT

In all three schools a significant number of participants linked their understanding of teacher leadership to what is happening in the classroom. From both the interviews and questionnaires, participants and respondents respectively indicated that their understanding of teacher leadership is when a teacher leads and manages in the classroom. From the interview data, League from Excellent High indicated that:

> *"You lead in classroom teaching and learning. You lead in assessment. You*
> *lead in recording. You lead in terms of the records that are made accessible*
> *to all the stakeholders such as the principal, the HODs, the Department*
> *etc".*

In order to support the notion of a teacher being a classroom leader, from the questionnaire data, some of the comments respondents made were:

> *"A teacher is a classroom manager or supporter who brings new ideas in*
> *the class in order to support learners".*

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From both the interviews and questionnaire data, these teachers linked teacher leadership with only classroom teaching and management.

4.2.1.3 LEADING LEARNERS BEYOND THE CLASSROOM

Participants indicated that they understood teacher leadership as, when a teacher is leading only learners in the classroom and outside the classroom. Their understanding is that teachers are leaders only when they take up leadership in curricular and extra-curricular activities as well as a parental role. From the questionnaire, this is one of the responses:

> "Teacher leadership is about leadership of learners in the school by an educator. The teacher leads learners in the class and outside the class e.g. in sport or in music".

Responding to the same question during interviews, Carol from Middle High said:

> "As a teacher you are entrusted with learners. You are seen as a parent who gives guidance to learners and leading them in such a way that when they are really adults they should know what is expected of them".

Similarly when Teenage from Excellent High was asked about personal understanding of teacher leadership, he had this to say:

> "I take it a teacher is a leader because he is leading in class. A teacher is also leading outside the classroom like a parent".

This data does not mention anything about teachers being leaders of other teachers. The data indicates that these teachers linked teacher leadership to leadership of learners in curricular and extra-curricular activities. These participants do not associate or link teacher leadership with leadership of teachers by other teachers.

4.2.1.4 FORMAL LEADERSHIP OF OTHER TEACHERS

All three HOD participants understood teacher leadership as the leadership of other teachers. When Happy from Mzantsi High was asked about her understanding of teacher leadership, she said:

> "I understand a teacher leader is someone who leads other teachers, for example an HOD".

Responding to the question about understanding of teacher leadership, Two-boy from Middle High had this to say:

I say teacher leadership is a person who leads other teachers and gives them direction".

Similarly from the questionnaires, one respondent said:

"It is someone who is in a leadership position at school level. In the School Management Team, for example an HOD".

All these participants associate teacher leadership with formal position where a teacher leads other teachers because of the position. The understanding of these participants is that, teacher leadership is linked to teachers being led by their seniors.

4.2.1.5 DISCUSSION OF THE DATA ON UNDESTANDINGS OF TEACHER LEADERSHIP

In all three schools, the majority of post level 1 teachers and SMT members had a limited understanding of teacher leadership. The findings indicated that teachers were not aware of the concept of teacher leadership and these findings are similar to those of the study conducted by Rajagopaul (2007). However, the data revealed that some participants had a better understanding of teacher leadership than others. With regards to the research question on the understanding of the concept of teacher leadership, participants from all three High schools came up with different conceptions. From both the participants and respondents, data revealed that teachers understand teacher leadership as leadership that is confined only to the school. Teachers' understanding of teacher leadership in these schools is in line with Grant's (2005) view that the concept of teacher leadership is still new to many teachers. Similarly teachers' understanding also supports the findings of the study by Grant *et al.,* (2010) that teachers' understanding of teacher leadership was strong in the zone of the classroom. However, this understanding is in contrast with the principles of the *Norms and Standards for Educators* (2000) which emphasises that a teacher is expected to perform a range of roles, namely, leadership, managerial and administrative roles. Similarly, the understanding of these teachers is in contrast to the definition of teacher leadership by Grant (2010, p. 49) that "teacher leadership refers to the process of classroom-based teachers becoming aware of and taking up informal leadership roles both in the classroom and beyond".

Although the participants came up with different understanding of the concept of teacher leadership, the data revealed that there are some similarities identified. The data revealed that participants are aware of leadership of learners in the classroom and outside the classroom. Secondly, both the interview participants and questionnaire respondents understand that

teacher leadership goes beyond the classroom to other teachers but only within the school. This understanding is in line with the definition that teacher leadership refers to the teachers becoming aware of and taking up informal leadership roles both in the classroom and beyond the classroom (Grant, 2005). However, Grant (2010, p. 233) argues that recent research in this area points that; this definition "is too restrictive and too limiting in terms of how teachers actually lead". Grant (2010, p. 233) further argues that "the concept itself must include teachers leading in formal positions as well".

Further, teachers linked teacher leadership with formal leadership where HODs lead other teachers in school. This is in line with the view that teachers assume that teacher leadership is only for those people in formal leadership (Grant, 2006). However, their understanding contrasts with the definition that teacher leadership refers to the exercise of leadership by teachers regardless of position or designation (Frost & Harris, 2003). This suggests that teacher leadership is viewed as leadership of others by a single person. This understanding is in contrast to the view that distributed leadership of which teacher leadership is framed, should be viewed as "an emergent property of a group or network of individuals in which group members pool their expertise" (2003, p.3). Grant (2010) contends that if leadership is confined to those in formal positions of management, the less likely it is that teacher leadership will emerge.

Furthermore, the understanding of these teachers is in contrast to the definition offered by Harris and Lambert (2003) that it is a model of leadership in which teaching staff at various levels within the organisation have the opportunity to lead. This definition asserts that teacher leadership should include all teachers regardless of their designation. Similarly, Bennett *et al.*, (2003, p. 6) suggest that a distributed leadership perspective should be "fluid rather than located in specific formal roles or positions, blurring the distinction between leaders and followers". The data revealed that teachers' understanding does not accommodate the issue of all stakeholders sharing the vision of the school. I deduce that these teachers have a very limited understanding of what teacher leadership is all about because they only associate teacher leadership with the classroom and outside the classroom within the school, but they can't see teachers playing leadership roles beyond the classroom into the community of school.

Lastly, data revealed that few participants associated teacher leadership with leadership of learners or other teachers where teachers take leadership roles like mentoring, facilitating, coaching, training and leading curriculum groups. This understanding supports the notion that teacher leadership can be understood as "the capacity for teachers to exercise leadership for teaching and learning within and beyond the classroom" (Harris & Muijs, 2005, p. 9). This understanding also support the definition that "teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice" (Katzenmeyer & Moller, 2001, p.17). It refers to teachers becoming aware of and taking up informal and formal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust" (Grant, 2010, p. 50). I deduce that few teachers in these three schools had an understanding of what teacher leadership is all about. These findings support the findings that teacher leadership was relatively new to the majority of South African educators and researchers which confirms the research of (Grant, 2005 & Ntuzela, 2008).

4.2.2 ENACTMENT OF TEACHER LEADERSHIP

In this section I present my findings on the enactment of teacher leadership in terms of Grant's (2008) four zones of teacher leadership. Since I'm looking at teacher leadership beyond the classroom, I will focus on only the following three zones namely:

- Working with other teachers.
- Whole school development.
- Beyond the school into the community.

4.2.2.1 WORKING WITH OTHER TEACHERS

Under this zone teachers are expected to be participating in various activities and leadership roles like, provision of curriculum knowledge (role 2), managing in-service training and providing assistance to other educators (role 3) and finally, participating in the performance evaluation of other educators (role 4). The data revealed that teachers in the three schools lead outside the classroom by providing curriculum knowledge to other teachers. The participants revealed that there are teachers who assist new teachers on curriculum aspects by serving as mentors. From the questionnaire data one respondent said:

"As colleagues we support each other when it comes to our learning areas so as to develop or empower each other with knowledge and skills of teaching the learners".

Another respondent from the questionnaire said:

"Working with other teachers, encouraging and mentoring them on subject coverage. Giving them ideas on the learning areas".

This view was confirmed by Winnie who is an HOD at Excellent High. She said:

"Let's say a teacher is not conversant about a certain part of his subject. Let's say a teacher is not very good in poetry. If there is a teacher that is good in poetry she or he assists the one who is not good in poetry. The very teacher that is assisting will be of great assistance when this particular teacher is preparing the lesson".

Similarly, Happy an HOD from Mzantsi High revealed that:

"If maybe there are two teachers teaching the same subject, and one has a content gap, the other teacher will help".

This data indicates that teachers were taking a leadership role to assist other teachers in curriculum development in the school.

Furthermore, the data indicated that teachers were taking on leadership roles when working together on extra-mural activities. One questionnaire respondent indicated that:

"I participate in extra-curricular activities where I'm coaching a girl's soccer team".

Another questionnaire respondent revealed that:

I'm a member of the sport committee in the school. We are a group of leaders leading sport in the school where we give direction to learners and I would say we also lead teachers as well in sport activities outside the school".

The data also indicated that teachers were working together when providing in-service training to other teachers in their own school (role 3). When Carol, the principal of Middle

High was asked how teachers play leadership roles beyond the classroom by working with other teachers in their own school, she revealed that:

"They set the exam papers. They also take part in workshops that are conducted at the district. The district takes them to the cluster level or provincial level to be trained. They come back and trained other teachers in the school and the district".

Similarly, data from both the interviews and questionnaires confirmed that they attend workshops and train other teachers at the school and beyond the school. One participant responding to the question on whether the SMT assists him/her to play leadership roles in the community of the school, said:

"The SMT through my HOD sometimes delegates me to attend workshop in the province with the subject advisor. Later, I conduct workshop with other teachers in the school and the district".

Data also revealed that teachers are working with learners outside the classroom in the advancement of learners in their subjects. Teenage from Excellent High indicated that:

"There is a teacher here who is responsible for buying newspapers and giving newspapers to the teachers. Those teachers will read those newspapers and get them to the learners and use that information to teach learners".

From the questionnaire, participants were responding to the question on the roles they play in the advancement of their subject in the school. They came up with these responses:

"I organise and gather useful resources that I believe would have an impact on the advancement of my subject. In my cluster and the district..., I set question papers".

Another participant responding to the same question said:

"I'm working hand in hand with the district in setting papers for March, June, September and final exams for grade 10".

Furthermore, data from both interviews and questionnaires indicate that teachers are also involved in working with other teachers beyond the classroom on extra-curricular activities (zone 2). When teachers were asked in the questionnaire on whether they are leaders beyond the classroom, they responded;

"Yes I'm a member of the sport committee in the school. We are a group of leaders leading the sport in the school where we give direction to learners and I would say we also lead teachers on sport activities outside the school".

The data also indicates that there are leadership committees in these High schools. This is an indication that teacher leadership is being enacted because teachers are involved in leadership roles to give direction both to other teachers and learners. These findings are in line with Katzenmeyer and Moller's (2001, p. 17) assertion that teacher leaders "identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice". There is a clear indication that teachers are leading outside the classroom in the advancement of learners in their particular subject. In zone 2, evidence suggests that teachers are collaborating with other teachers in order to promote curriculum development so as to improve school results. Teachers indicated that they are involved in various leadership roles where they help their learners outside the classroom. Data revealed that team work and collaboration is the key to success of their learners.

Secondly, teamwork and collaboration can also be regarded as a tool to advance teacher professional development. This team work and collaboration is based on both curricular and extra-curricular activities (zone 2). The findings of the study supports the findings of the study conducted by Grant and Khumalo (2008) where they found that teachers were actively involved in teacher leadership roles in the zones of the classroom and outside the classroom in curricular and extra-curricular activities. Similarly, these findings are in line with the suggested indicators of teacher leadership in this zone, namely, team teaching; peer coaching; mentoring role of teacher leaders (Grant *et al.,* 2009). In this zone teachers have more power to lead with less interference from the principal or the SMT. From the findings I can infer that teachers see themselves as leaders beyond the classroom. Teachers understood teacher collaboration with other teachers outside the classroom to impact on improving teaching and learning within the classroom. However, these findings are refuting the findings of Grant *et al.,* (2010) that teacher leadership in their study pointed to a restricted form of teacher leadership (Harris and Muijs, 2005).

Further, within this zone other teacher leadership roles which are also important have not been mentioned, namely; performance evaluation (role 4). The data gave me a picture that

teachers were offering both formal and informal in-service training by sharing the teaching methods, providing assistance and developing teaching plans for other teachers. The data further indicated that teachers were given opportunities to serve on various committees like disciplinary committees. However, the data also revealed that members of the SMTs used their formal positions to delegate management and administrative tasks to people they saw fit for the role, while they withheld this from others.

> *"I was once or twice asked by the HOD to check the quality of teachers*
> *work and their lesson plan".*

Another participant responding to the question on leadership roles beyond the classroom revealed that:

> *"When I'm requested by my HOD, I assist in moderation of teachers' work*
> *at school and check the quality of their work".*

Although these roles were delegated it is evident that teachers were involved in informal peer assessment activities and moderation of assessment tasks which are both indicators of teacher leadership in this zone (Grant *et al.*, 2009). The data indicated that teacher participation in leadership is based on request or favour, from their HODs. The data gave me the picture that teachers were authorised to take leadership roles. The SMT under pressure of workload felt that it was necessary to delegate. This kind of leadership practice is referred to as 'authorised distributed leadership' which is determined by the willingness and favour from the SMT member, "to necessitate pushing work down the line" (Gunter, 2005, p. 52).

Thus far, data from both questionnaires and interviews has indicated that teachers were taking leadership roles in Zone Two in the three High schools. However, it emerged from the questionnaires that, there was little evidence to suggest that teachers were taking leadership roles for teacher development. Analysing the data, I'm convinced that the main involvement of teachers was mainly related to subject committees and sport committees, hence I'm saying leadership roles in this zone focused on subject development and extra- curricular activities. Grant *et al.*, (2009) suggest teachers engage in IQMS activities such as peer assessment as one of the indicators of teacher leadership in this zone. There is little evidence from the data suggesting that teachers are providing performance evaluation support to their colleagues (role 4). This finding supports the findings of Grant (2010, p. 259) that " despite the Department of Education's IQMS framework, which is in place in South African schools, there appears to be little performance evaluation by teachers of their peers taking place". I would say the leadership practice in zone two is characterised by dispersed distributed

leadership (Gunter, 2005), "which is more autonomous and bottom-up and is accepted because of the knowledge, skills and values of teachers who, either individually or collaboratively, lead the practice" (Grant, 2010 p. 159).

4.2.2.2 WHOLE SCHOOL DEVELOPMENT

It transpired from both the interviews and questionnaire that there is limited taking up of leadership roles. When Goodman a post level 1 teacher from Mzantsi High responded to teacher participation in decision-making at the school, he said:

> "There has been no stage where for instance educators would sit at a round table to really discuss and give direction to the challenges that are affecting the school".

Similarly, League also a post level 1 teacher from Excellent High revealed that:

> "The SMT comes with the decisions that have to be implemented".

One participant responded and said;

> "I don't think so, because the SMT usually comes to us as post level one teachers with a finalised issue while pretending to be engaging us on the matter".

Although the SMT claims to be involving all teachers in decision-making, the data revealed that the SMT will come up with issues that has been finalised and engage teachers as if they are part of it. The SMT usually comes with an agenda of what has been discussed in the SMT meeting which deprives them of an opportunity to add on the agenda. Grant *et al.*, (2009) assert that teacher involvement in decision-making is one of the indicators of teacher leadership in this zone. These findings indicate that in zone 3, decision-making is still controlled by the SMT and teachers are only expected to make inputs on what has been finalised by the SMT. These findings suggest that decisions are often pre-determined by the principal and SMT prior to the staff meeting. They concur with the findings of Lawrence (2010, p. 77) that "teacher participation in the school wide decision–making processes (zone 3) was limited, as teachers were not always consulted on major decisions that affect them". This runs counter to the assertion by Katzenmeyer and Moller (2001) that the teachers need to be part of decision-making in schools and the findings in these schools are the direct opposite. Similarly, Muijs and Harris (2003) assert that teacher involvement in decision-making is a key indicator of the strength of teacher leadership. This simply means that teacher participation in decision-making is questionable as the data revealed that teachers had

to implement decisions of the SMT. This means that teachers were not part of the school planning. These findings are in contrast to the view that this zone is about participative leadership where all teachers feel part of the change or development and have a sense of ownership (Day & Harris, 2002).

These findings may further suggest that the inputs of the teachers were not valued by the SMT in these schools. The SMT therefore failed to apply what MacBeath (2005) refers to as consultation of teachers in order to make decisions because it was evident from the data that teachers felt that they were being sidelined in decision-making. The principal and the SMT are expected to articulate the goals and vision of the school to all teachers and invite their inputs. This will make teachers develop a sense of ownership of the school.

The data further revealed that, although teachers are involved in many leadership roles; however they are still not involved in the key areas of school decision-making. There is clear evidence from both interviews and questionnaire that the SMTs exclude teachers in decision-making of the school. One prime example is that; teachers are not part of decision-making on how the school's budget is spent. Responding to the involvement of teachers in decision-making, League from Excellent High revealed that:

> "As far as construction in the school is concerned you just see a room coming there. You don't know what the room is it for. So as far as decision-making is concerned it is mostly bound by the SMT".

Teachers in this zone are expected to be performing leadership role of organising and leading peer reviews of school practice in own school (role 5) and participating in school level decision-making in own school (role 6). Under the role of decision-making, Grant *et al.,* (2009) suggest that participative leadership where all teachers feel part of the change or development and have a sense of ownership is one of the indicators of teacher leadership in this zone. The inference drawn from these responses is that, although it appears that there is an element of shared decision- making in these schools, in reality teachers were not fully involved in the decision making. The data showed willingness of the teachers to participate in decision-making, however, they were deprived of that opportunity. This finding is in contrast with what the *South African Schools Act, 84 of 1996, Employment of Educators Act, 76 of 1998,* the *Integrated Quality Management System (IQMS) (1998),* the *National Education Policy Act, 27 of 1996* and *Policy on the Minimum Requirements for Teacher Educational*

Qualifications (2011) are suggesting for the schools in order to promote collaborative decision making. All these policies are challenging South African schools to revisit and review their leadership and management styles, which have traditionally been top-down, and create new approach for all members of educational organisations (Grant & Singh, 2008). These findings are similar to those of Lawrence (2010, p. 76) that "the principal and SMT controlled the culture of the school in relation to the decisions pertaining to the school with staff inputs limited to certain menial issues". It became clear that the SMTs feared to take risks and allow teachers to be involved in decision-making of the school. The SMTs felt that it will be accountable for everything taking place in the school. During the interviews Shoes from Mzantsi High indicated that;

> *"Now, in most cases you need to influence them about the decisions that must be taken; and let them know that you are accountable as a principal".*

Under the leadership roles of organising and leading peer reviews, Grant *et al.,* (2009) suggest organisational diagnosis and dealing with change process (School Development Planning); school practices policy development, staff development and professional development initiatives are indicators of teacher leadership in this zone. The data indicated that opportunities for teachers to be involved in policy formulation are still very limited. Similar findings were evident in a study by Grant and Singh (2009, p. 156) where "it appears that distributing leadership was seen as too much of a risk for these SMT members who felt the sole weight of accountability for the leadership of their schools". Yet, these are specific tasks that affect the whole school development. These findings support the notion of Singh (2007), Rajagopaul (2007), Khumalo (2008), and Ntuzela (2008) that principals and or school management teams act as barriers to teacher leadership, by controlling decision-making processes and being afraid to delegate authority. The principals and SMT entertained fear and demonstrated the lack of trust in the teachers in these schools, hence they failed to distribute leadership. These findings are in contrast to the suggestion that establishing a "climate of trust, eliminating the fear of failure and encouraging innovation should be the role displayed by the principal and the SMT (Ash & Persall, 2000).

It evident from the data that teachers were not involved in the aspect of organising and leading peer reviews of school practice (role 5). However, the data revealed that teachers were involved in disciplinary and SGB committees. It emerged from the data that teachers

were not playing a leadership part in dealing with the change process in these schools. One participant indicated that:

"When it comes to the whole school development usually as post level 1's
like me, we don't play a major role in the school development".

Analysing the data, I deduce that teacher participation in organising and leading peer review practice is limited. In the true sense, this indicates that the leadership role is still in the hands of the SMT. These findings support the findings of the study conducted by Grant (2010, p. 158) where she found that "the power was firmly located at the organisational level and teacher leadership was dependent on the SMT who paid lip-service to teacher participation and dialogue in decision-making, indicating a 'lack of valuing' of teacher voice and authentic dialogic space in the school". Teacher leadership in these three schools is happening to a lesser degree under this zone. Teachers in this zone are expected to be actively taking on leadership roles like; organising and leading peer reviews of school practice (role 5) and participating in school level decision-making (role 6). However, the data from both the interviews and questionnaires showed minimal teacher participation. It also emerged from the data that teachers were also involved in the School Governing Body (SGB) representing the staff at SGB meetings.

In short, I would say teacher leadership is not prominent in this zone. Looking at the data, I deduce that the SMTs prevented teacher leadership from emerging at whole school level. The data revealed that teachers lack a sense of ownership in the decisions taken in school as such they do not feel as part of the decision-making. This is in contrast with participatory and inclusive type of leadership referred to as 'distributive leadership' (Gronn, 2000; Harris, 2004). However, these findings are similar to those of Grant and Singh (2009) that a lack of distributed leadership in the schools prevented authentic teacher leadership from emerging at a whole school level. Gronn (2000) contends that distributed leadership must involve all the teachers in the school. If the principal and the SMT distribute roles to all teachers, that can lead to greater collaboration and participation by all teachers in the decision making process. This would mean that all teachers are part of the decision-making in the school.

The findings in zone three support the findings of Grant (2009, p. 299) "that teacher leadership and particularly teacher involvement in decision-making was almost non-existent in zone 3, at a whole school level". There was no mutual interaction between the three

elements namely, leaders, followers and situation (see figure 1, p. 12), that constitute leadership practice as suggested by Spillane and Diamond (2007). Instead the interactions between the three elements on both the school based decision-making and whole school development was hierarchically oriented.

In this zone (Zone three) I'm convinced that leadership can be described as authorised distributed leadership (Gunter, 2005), where "teachers often accept the delegated work, either in the interests of the school or for their own empowerment" (Grant, 2010, p. 63). The evidence from the data indicated that teachers were not involved in school based planning which is one of the indicators of teacher leadership suggested by Grant *et al.,* (2009) for this zone. This finding contrasts with the principle of dispersed distributed leadership that creates the space for the SMT members and teachers to work together in more harmonious ways (Grant, 2010). The picture I got from the data was that, there was no participative leadership where all teachers felt part of the change and have a sense of ownership. In terms of the enactment of teacher leadership I refer to this zone as the domain of the SMT because the SMT held on to power (Grant, 2010). Thus, I support the idea of Grant (2010) that both leadership of the teachers and the leadership potential of the SMT members need to awakened.

4.2.2.3 BEYOND THE SCHOOL AND INTO THE COMMUNITY

Responding to the question on how teachers serve as leaders beyond the classroom and in the community of schools, Lefty from Middle High indicated that:

> "We have a subject committee where we usually come together and discuss issues related to maybe the subject or maybe we discuss the issues which are not usually based on the content ... ".

In addition, when Lefty from Middle High was asked about how he leads outside the school and into the school community working with other teachers, he revealed that:

> "I've been to a workshop organised by the District in Port Alfred, where I was representing the District requested by the subject advisor. As a teacher leader for the district as a whole, I'm going to conduct a workshop concerning CAPS implementation".

Responding to the same question, quite a number of respondents in the questionnaire revealed that, their roles in the community of schools are either based on participation in sport or discussions on curriculum development. This is an indication that teachers are taking leadership roles mostly in extra-mural activities.

One participant responding to the question of leadership roles beyond the classroom revealed that:

"Only during cluster moderations do we meet as teachers and share some ideas on curriculum issues. Again I'm also involved during sport games".

Another participant said:

"I'm involved in my subject committee at the district level where I'm the secretary of the committee. One of our duties is to make sure that no educator has a content gap and we also do this by organising workshops among other things".

From the interviews and the questionnaire, it emerged that few teachers are given opportunities to take on leadership roles beyond the classroom. The data indicated that teachers were given a chance to work closely with teachers from nearby schools. In this zone teacher leaders are expected to perform two leadership roles namely; providing curriculum development knowledge across the schools (role 2) and leading in-service education and assisting other teachers across the schools (role 3). To determine the enactment of teacher leadership in this zone Grant *et al.,* (2009) suggest that joint curriculum development both core and extra-curricular; and networking at the circuit/district/regional/provincial level through committee or cluster meeting are indicators of teacher leadership. It emerged from the data that very few teachers were involved in the core curricular leadership roles in the circuit and in the district. It was evident from the data that teachers were mostly involved in extra-curricular activities in the circuit and the district.

The data indicated that very few teachers were operating in role 3 which promotes roles of leading in-service education and assisting other teachers across the schools. This was in contrast to Gronn's (2000) view that teachers need work conjointly to pool their expertise. This then suggest that there is no genuine shared leadership in which everyone contributes and influences each other in these schools. The data further indicated that very few teachers were liaising with parents and empowering them on curriculum issues as suggested by Grant *et al.,* (2009) as indicator of teacher leadership in this zone. There was no evidence from the

data indicating that teachers were liaising with and empowering the SGB on curriculum issues through SGB meetings/workshops, as an indicator of teacher leadership as suggested by Grant *et al.,* (2009). I deduce that in the three schools teacher leadership in this zone was at lower level as there were minimal teachers extending their influence beyond their own schools to the circuit and the district.

4.2.3 FACILITATION OF TEACHER LEADERSHIP

The research question guiding this section was "How do SMT members facilitate (do not facilitate) teacher leadership beyond the classroom?" When presenting this section I will look at the following sub-themes:

- Collaboration
- Collegiality
- Staff development and support
- Principal and the SMT

The literature suggests that the facilitation of teacher leadership requires a school culture which involves collaboration (Muijs & Harris, 2003) and shared decision-making within a culture of mutual trust, support and enquiry (Harris & Lambert, 2003). Participants from the three schools revealed various perceptions and views on whether teacher leadership is facilitated or not facilitated in their respective schools.

4.2.3.1 COLLABORATION

Collaboration refers to a situation where teachers in a school context will share decision-making in order to promote teacher leadership. The understanding here is that there are clear policies formulated by the school so as to avoid a situation where orders or instructions are coming from the top down to the teachers. Participants came up with different perceptions regarding collaboration. The data revealed that the SMT failed to ensure adequate involvement of teachers in decision-making on issues pertaining to new initiatives in the school. From the three schools, it is clear that collaboration is minimal. From the interviews, participants indicated that in most cases they are not engaged in issues of the school by the SMT. In other words teachers are not considered to be part of the change in the schools. Goodman from Mzantsi High commented:

> "You find that there is no stage where educators would bring in proposals
> to the SGB for debate or discussion. Again there is no transparency when it
> comes to the issues involving finance and how the school uses these

finances. You simply see people moving up and down. In particular, the leader of the school will deal with many things without involving the educators".

Similarly, Lefty from Middle High also commented:

"Most definitely we are not involved. In most cases it requires management decisions more especially when it comes to decisions within the office. No we don't play any role. Some decisions we just have to abide with".

League from Excellent High said:

"We play a lesser role in decision-making due to the structures that are operating inside the school".

However, the data revealed that there is collaboration amongst teachers on curricular and extra-curricular issues. I believe that if the SMT fails to engage teachers on school issues it could hamper the development of teacher leadership in schools. It is my belief that one way of facilitating teacher leadership is to involve teachers in all issues affecting the school. The data revealed that teachers did not have a voice in the major decisions about curriculum and staff development. These findings refute the idea of Grant (2006) that, the schools that wish to embrace teacher leadership must develop a culture that supports collaboration, partnership, team work and collective decision making. The data revealed that there were no opportunities created within the schools to facilitate the collaborative relationships. Literature suggests that one of the necessary components for effective teacher leadership is collaboration. I deduce that failure of the SMT to collaborate with teachers indicates that the SMT does not facilitate teacher leadership. What emerged from the data is contrary to the view of Senge (1990) that formal school leaders and teachers should work in closer co-operation and collaboration with one another and develop democratic involvement in leadership practice and collective capacity building. I think the SMT should recognize the value of building leadership capacity by collaborating with teachers throughout the organisation. In order for the SMT to transform schools into collaborative learning communities, teachers must be considered knowledgeable professionals and must be included in all issues of the school so as to promote teacher leadership. The school administrators and teachers should work together to achieve their purpose of assuring a genuine democratic and collaborative leadership.

In order to encourage teacher leadership, the SMT and the principal should promote and facilitate collaboration in schools. I infer that teachers in the three schools were kept in isolation rather than in collaborative situations.

4.2.3.2 COLLEGIALITY

Collegiality refers to a situation where teachers meet, discuss, share curricular and extra-curricular issues and work together in the school. It is evident from the interviews conducted that collegiality is taking place to a certain extent in the three schools. Lefty commented:

> *"We have subject committee, where we usually come together and discuss*
> *issues related to the subject".*

Similarly, League from Excellent High revealed that:

> *"I usually head some meetings like doing IQMS with other teachers,*
> *identifying their problems in the classroom and discussing strategies".*

The evidence suggested that there were co-operative interactions amongst the colleagues in these schools. The data further illustrated that SMTs in these three High schools were generally failing to provide the conditions in which teacher leadership can emerge. However, an effort is being made by teachers to become active participant in teacher leadership in the circuit. According to Sergiovanni (1991), collegiality refers to the responsibility given to teachers to become an integral part of the leadership and management processes of the school on informed shared vision. However, the data indicated that the SMT failed to make teachers an integral part of the leadership and management processes in these schools. The data further indicated that teachers did not work with colleagues in order to shape school improvement. Teachers were not working in harmony with their administrators. It is evident from the questionnaires that teachers were not treated as partners. Instead they were regarded as subordinates. One respondent commented:

> *All teachers must be encouraged to play a leadership role in school, not*
> *only teachers of certain level.*

Winnie who is an HOD from Excellent High commented:

> *"I fear to account and that is why I'm the leader of the committee".*

There is a difference between a collection of teachers working alone and teachers working together. The data indicated that teachers were working together for learners' success. This supports the definition by Boyd (2011) that collegiality refers to teachers working together and meeting to discuss students, curriculum, and instructional practice. Teachers in these

schools were discussing strategies on how to improve teaching and learning in their schools. Teachers were not given responsibilities that aimed at making them becoming part of leadership and management processes in these schools. Teachers did not feel that they were making any difference in the norms and structures of the school. Lefty from Middle High revealed that:

"We don't form part of the planning in most cases".

I deduce that the participation of teachers in strategic planning did not exist in these schools. This finding is in line with the findings of Grant and Singh (2008) that a culture of authentic collegiality did not exist as planning processes were not actually participatory. What was happening in these schools is in contrast with the view of Thurlow, Bush and Coleman (2003) that in a collegial model power is shared among all members of the organisation who are thought to have a mutual understanding of the objectives of the organisation. I deduce that the principals and the SMTs adopted autocratic leadership style since teachers' inputs were not considered. Evidence suggested that there was no power and authority sharing amongst colleagues.

4.2.3.3 STAFF DEVELOPMENT AND SUPPORT

There is evidence suggesting that in these schools there is a lack of support from the SMT to empower teachers. Responding to the question on whether the SMT assists or develops teachers in leadership, League from Excellent High said:

"No there are no workshops that have been organised by the school to empower teachers. The belief here is that, you are the master and a leader in your subject".

Similarly, Lefty from Middle High also indicated that:

"No they are not assisting and not playing any role in assisting the teachers to develop and to play a role in the community".

Winnie, a member of the SMT from Excellent High also revealed that:

"If these young teachers can be capacitated in certain things as far as leadership is concerned, they can be great leaders because in some roles that they are given a chance, they do their utmost best".

The data showed that teachers need continuous support and development in order to take on leadership roles beyond the classroom. Their understanding is in line with the view of York-Barr and Duke (2004) that both formal leaders and teachers need to be trained and prepared for teacher leadership. Similarly (Barth, 1998; Katzenmeyer & Moller, 2001; Muijs & Harris, 2007) assert that professional development for teacher leadership is essential and needs to focus on skills such as leading groups and workshops, collaborative work, mentoring, teaching adults, action research, collaborating with others and writing bids, need to be incorporated into professional development to help teachers adapt to the new roles involved. One way a principal and the SMT can improve teacher leadership quality is to support staff development needs. Gunter (2005) shares the same sentiment that when teachers are empowered it's like they are given a licence to deliver. Similarly, Harris and Muijs (2005) contend that empowering teachers on leadership roles enhances teachers' self esteem and work satisfaction which leads to high level of performance. In other words, school administrators need to understand the importance of empowering teachers in school. However what transpired from the data is in contrast to that view. These findings support the point raised by Grant (2006) that autocratic principals assume that teacher leaders are those teachers occupying formal positions and these principals do not support teacher leadership in their schools. The SMTs must understand that they can't do it alone. They need to develop other teachers in the school through team work so as to make their vision seen. According to Harris and Muijs (2003) empowering teachers and providing them with opportunities to lead is based on the simple but profound idea that if schools are to become better at providing learning for students, then they must also become better at providing opportunities for teachers to innovate, develop and learn together. Similarly, Harris and Lambert (2003) suggest that this is premised on the principles of professional collaboration, development and growth in order to improve learning.

The data indicated that the SMT was failing to empower and to provide teachers with opportunities to innovate, develop, and learn. This is in contrast with Katzenmeyer and Moller's (2001) view that teacher professional development is an important value because teachers in these schools were not provided with opportunities for professional development to enable them to perform more teacher leadership roles. The only support that teachers were getting from the principal and the SMT was that of allowing teachers to attend workshops. There were no clear procedures to be followed in terms of how teachers are delegated to the workshops. The power to choose was in the hands of the SMT which is likely to be based on

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favours and that was a disadvantage to other teachers. If teachers are supported they can easily pursue leadership opportunities which in turn will help them gain knowledge and skills on leadership. From the data it is clear that teachers were not provided with technical support. The data further suggest that teachers were not empowered in their leadership task. This is in contrast with the view that, "enabling or empowering teachers is an important aspect in establishing collegiality, as the participation of the teaching staff forms the basis of a collegial management style" (Singh & Manser, 2002, p. 62). According to Katzenmeyer and Moller (2001) where teachers are expected to take leadership roles, they must be provided with meaningful professional development experiences, in both formal and informal settings. Sharing the same view, Harris and Muijs (2003) contend that teacher leaders need opportunities for continuous professional development in order to develop their leadership roles. Harris and Muijs (2005) emphasize the existence of structures in the school for development of teachers in their leadership potential. However, the data further indicated that there were neither short nor long term plans made in these schools for the purposes of teachers development. According to Murphy (2005) teacher leadership can be achieved within an enabling school culture where teacher leadership is valued, purposefully developed, nurtured, supported and rewarded. However, what the data revealed is in contrast with that view. I deduce that the SMTs and the principals in these three schools failed to provide opportunities for continuous professional development and support to the teachers towards achieving shared vision and purpose as suggested in the literature (Katzenmeyer & Moller, 2001; York-Barr & Duke, 2004; Murphy, 2005).

4.2.3.4 PRINCIPALS AND THE SMTs

The data from both the interviews and questionnaire revealed that teachers were only getting minimal support from the SMTs. The SMT members also revealed that they were not assisting teachers. In his response to the question, Shoes the principal of Mzantsi High said:

> "I think I'm not assisting them. Maybe to defend myself, I don't get the platform to voice it. On my arrival in this district, one of the things I've seen is that, people are working in isolation. There is no joint working.... I'm saying maybe the platform is not there for me to be able to let even my colleagues assist".

One participant in the questionnaire said:

"If the SMT can stop this habit of undermining us because we are post level one teachers, one can see teachers leading the school effectively".

This comment indicates that the SMT in schools do not value and respect the role and work of teachers. In the true sense, teachers have indicated that they are sidelined in decision making. The data suggest that teachers felt that they were not treated as partners instead they were regarded as subordinates who could be excluded from co-operative decision making. This further suggests that teacher in these schools lack a sense of belonging and mutual respect. If the principal and SMT are not transparent in their leadership, the possibility is that enactment of teacher leadership will be minimal. The data revealed that teachers feel that they are supposed to be provided with opportunities to practice and apply knowledge about teacher leadership in all aspects in the schools.

The data suggest that the SMT does not create opportunities within the school system in order to facilitate teacher leadership. This is in contrast with the view "it is the task of the principal and the SMT to create opportunities for teachers to lead within a distributed practice" (Grant, 2010, p. 43). Similarly, these findings are in contrasts with the view of Barth (2001) that principals of the schools are expected to relinquish authority and empower teachers by sharing the responsibilities. Principals should understand that if they delegate leadership roles to all teachers, they are training those teachers to be responsible and accountable. This will imply that all teachers are part of school leadership and will be encouraged to co-operate and participate in the whole school development. This suggests that all teachers in the school must be part of the whole school development. Teachers are limited in their abilities to play roles in school leadership for change if leadership roles are not distributed.

The data further suggested the SMTs deprived teachers of the opportunity to take whole school responsibilities. In short, in these three schools, the SMT failed to involve teachers in decision-making as such I deduce that it failed to transform these schools into a democratic leadership practices. The SMTs and the principals of three schools failed to create a democratic school environment that promotes teacher leadership. It is evident from the data that the principals and the SMTs failed to set the tone for the whole school on how leadership and management practices should be utilised. This is in contrast with the idea that, for teachers to be able to work collaboratively and solve their problems, a shift from the traditional and autocratic ways of managing schools towards a distributed leadership culture is needed Ntuzela (2008).

The data indicates that the SMT and the principals in the three schools controlled, withheld and limited power from the teachers. This finding of the SMT's failure to create a democratic environment that promotes teacher leadership confirms the findings that the SMT is a barrier to teacher leadership in the schools and the qualitative studies of Rajagopaul (2007), Singh (2007), Ntuzela (2008), Khumalo (2008) and Grant *et al.* (2010). Gronn (2000, p. 324) asserts that "distributed leadership theory advocates that schools 'decentre' the leader". I deduce that the SMTs in these schools were autocratic in their leadership style although they claimed that they were giving opportunities to teachers to raise their views. It also became clear from the data that the SMTs opted for delegated leadership instead of distributed leadership. It is important also to note that this delegation was only meant to assist the SMTs than to develop teachers. This is evident because of the absence of teams in which the task are supposed to be distributed to, in the three High schools. This type of leadership reflects that teachers accept delegated responsibility or tasks either in the interest of the learners or their own knowledge.

According to Singh and Manser (2002, p. 59) "principals who demonstrate non-bureaucratic leadership styles support teacher innovation, promote staff co-operation, initiate staff development programmes, encourage innovation and experimentation and are not bound by rules and regulations that hamper development and change". The findings indicated that the principals and School Management Teams act as impediments to teacher leadership in these schools as they fail to distribute leadership. Instead they controlled the leadership process in their own way. Little (2002) argues that the possibility of teacher leadership in any school depends upon whether the SMT relinquishes power to the teachers. It is evident from the data that principals and the SMTs did not trust other teachers as such they isolated them from planning and decision- making. Grant (2006) contends that teacher leadership is characterised by transparency, trust, respect, communication, consultation and ownership. Teachers will feel trusted when they are given an opportunity to take on leadership roles in the whole school. Similarly, Lawrence (2010, p. 24) believes that "successful growth of teacher leadership will depend on the principal who realizes the intrinsic value of teacher leadership and looks at resourceful ways like creating a culture of collegiality, collaboration and trust, and motivating teachers to lead and focusing on the empowerment and interpersonal skills of teachers thereby releasing the potential of every teacher to lead".

The important factors that promote teacher leadership like trust and positive working relationships that must exist between teachers and administrators as suggested by literature were undermined. Katzenmeyer and Moller (2001) contend that there is a sleeping giant in every school. This means that principals and SMT's must understand the importance of facilitating teacher leadership in schools by giving every teacher an opportunity to show his/her ability. This creates the possibility for all teachers to become leaders and that would imply enactment of teacher leadership. Hence, Leithwood and Jantzie (1998) contend that teacher leadership promotes distribution of responsibility and power throughout the school. Grant (2010, p. 59) contends that in a distributive leadership perspective "there are multiple leaders in a school (either leading formally or informally) who interact with followers in particular situations during the practice of leadership". Harris, (2003) suggests that principals need to support teacher leadership both in a systems approach and also in giving up much of the traditional methods of running a school and making all the decisions. Principals and SMTs can facilitate teacher leadership by supporting all teachers in every aspect. The principal and the SMT in the process of facilitating teacher leadership should create a climate that can enhance a shared leadership and management style.

These findings support the findings from a study conducted by Grant *et al.* (2010, p. 11) in which they found that "although formal management and governance structures, through legislation, exist in schools; it seems that many schools remain unable to change their culture and practices towards more inclusive and democratic forms of participation".

4.3 CHAPTER SUMMARY

In this chapter I presented and discussed the research findings with regard to the enactment of teacher leadership beyond the classroom in three High schools. I explored the understanding of teacher leadership. I also discussed the enactment of teacher leadership beyond the classroom. I presented and discussed how the members of the SMT in three High schools facilitate or do not facilitate teacher leadership beyond the classroom.

In the next chapter I present a summary of the study, conclusion and recommendations of the study.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter dealt with data presentation, analysis and discussion of the findings derived from the interviews and the qualitative questionnaires. The generated data was analytically interpreted through the lens of the adopted theoretical framework and related literature in order to seek answers to the key research questions namely:

- What do teachers understand by the term teacher leadership?
- How do teachers enact teacher leadership beyond the classroom?
- How do School Management Teams facilitate (or do not facilitate) teacher leadership beyond the classroom?

This chapter focuses on three issues. Firstly, a summary of the entire research study is presented. Secondly, conclusions emanating from the findings are made around the aims and objectives of the study and key research questions. Lastly, recommendations informed by the findings are made. Then a chapter summary concludes this chapter.

5.2 SUMMARY OF THE STUDY

In chapter one I provided the background and orientation to the study. I highlighted the purpose and the rationale for choosing teacher leadership beyond the classroom as the phenomenon to be explored. In this chapter I also provided the justification for the study. The aims and objectives were indicated together with the key research questions which the study seeks to answer. Lastly, I outlined the chapter outline of the study.

In chapter two I presented the two theoretical frameworks and review of related literature underpinning my study. In presenting the theoretical framework I expounded on various theories of distributed leadership and Grant's (2008) theory of teacher leadership. When presenting the theories of distributed leadership, I explored various debates around distributed leadership drawing from various scholars both locally and internationally. Then I went on to

discuss the review of related literature. In presenting the review of related literature I discussed the different conceptions of teacher leadership. Further, I discussed the enactment of teacher leadership looking at both international and local literature. I drew literature from academic authors in the field of education leadership and management. I also explored the factors that promote teacher leadership focusing on school context and culture, collaboration, collegiality, staff development and support and the principal and the SMT. Lastly, I discussed challenges to teacher leadership by focussing on autocratic leadership, teachers and the time as a resource.

In chapter three I provided a description and discussion of the research design and methodology used for my study. This study, located within the interpretive paradigm adopted a qualitative approach and employed a case study methodology. During the data generating process I used semi-structured interviews and a qualitative questionnaire to produce data. The sampling methods adopted took the form purposive and convenient sampling. I also discussed the data analysis process used in the study. Lastly, I discussed the issues of ethics, limitations and trustworthiness underpinning the study.

In chapter four I presented and discussed the research findings with regard to the enactment of teacher leadership beyond the classroom in terms of the four zones of teacher leadership and its associated roles in three high schools. I explored the understanding of teacher leadership in the three schools. I also discussed the enactment of teacher leadership beyond the classroom. I presented and discussed how the SMTs facilitate (or do not facilitate) teacher leadership beyond the classroom in the three sampled high schools.

5.3 CONCLUSIONS

What transpired from the data presented in this study is that there is a partial enactment of teacher leadership across all three zones. However, it also emerged that the extent to which it is being enacted differed from zone to zone. I argue that teachers' understanding of the concept of teacher leadership is a determining factor in the extent to which leadership roles were assumed in these schools.

With regard to the understandings of teacher leadership, the findings revealed that teachers had limited understanding of the concept despite the policies issued by the Department of Education. The policies expect leadership style to shift from the traditional centralized decision-making to collaborative decision-making at all South African. It emerged that SMTs were ignorant of these policies and adopted the traditional way of leadership and this was informed by the fact that they disclosed during the interviews that they were not familiar with the concept of teacher leadership. The findings further reflected that the majority of teachers, including the SMT members had never been exposed to the term itself. It was a new concept to them which they were not familiar with. This enlightened me as to the extent to which teacher leadership is understood. The majority of teachers still associate teacher leadership with leadership activities within the school. Although the majority of teachers had a limited understanding of teacher leadership, they took on leadership roles beyond the classroom as suggested by various scholars.

The findings also indicated that teacher leadership is aligned with formal position in these schools. Teacher leadership needs to be extended beyond formal leadership in order to allow teachers to take on leadership roles beyond the classroom (Ntuzela, 2008). It is my view that teachers' understanding of teacher leadership is confined to activities in the classroom and beyond the classroom but within curricular and extra-curricular activities. Teachers did not associate teacher leadership with the leadership activities that cover the whole school development and working with neighbouring schools and beyond. I conclude that teachers had a limited understanding of teacher leadership.

Coming to zone two, the findings in this zone indicated that there was high take up of leadership roles by teachers. However it transpired from the findings that teachers were not engaged in the IQMS activities such as peer assessment although there was teacher involvement in developmental support groups. I conclude that the enactment of teacher leadership in this zone was prominent and was based on teachers' involvement on both curricular and extra-curricular activities. There was a strong collaboration amongst teachers working in various subject committees. It can be concluded that teachers were working in a more autonomous and bottom-up form displaying individual or collective commitment for the good of the learners. Much of the work performed was without interference from the SMT's hence I argue that this was 'dispersed' distributed leadership (Gunter, 2005). I

conclude that teacher leadership in this zone was developing with minimal interference from the SMT.

In zone three the findings indicated that opportunities for teachers to be involved in policy formulation were very limited. It transpired that peer review practices were controlled by the SMTs. Literature suggests that the strength of teacher leadership in this zone is determined by the involvement of teachers in decision-making (Muijs & Harris, 2003) and the findings indicated that teachers were sidelined in decision-making. Hence I conclude that teacher leadership in this zone was limited. Teachers were not involved in reviews of school practice although the SMT claimed it was involving all teachers in decision-making. The SMTs acted as barrier to the enactment of teacher leadership in this zone. The findings reflected that teachers have more autonomy to lead with less interference from the principal or the SMT only in the issues pertaining to curricular activities in order to improve learner performance.

It can be concluded that work was distributed from the top-down to the teachers in a hierarchical system which Gunter (2005) refers to as 'authorised' distributed leadership. The SMT failed to adopt the assertion that teacher leadership is meant to be regarded and treated as "an emergent property of a group or network of individuals in which group members pool their expertise together" (Gronn, 2000, p. 324) where leadership roles are shared amongst all teachers. This means leadership for all teachers regardless of position. I refer this zone to what Harris and Muijs (2005) call restricted teacher leadership because the SMT "pulled the strings" of leadership thereby depriving teachers from taking on leadership roles and being involved in decision-making.

Coming to zone four where teachers are expected to be taking leadership roles beyond the school into the community, the findings revealed that there was minimal take up of leadership roles. There was minimal teacher involvement in the district of teachers working with other teachers. The assumption of leadership roles was based on favours through delegation from the SMT members. Hence I argue that this was not a distributed form of leadership. There was minimal support that teachers were getting from the SMT. It was evident that the involvement of the district officials played a crucial role in ensuring the assumption of leadership roles in this zone. Leadership was least embraced as an activity in this zone. There was little networking taking place at the circuit/district level through committee/cluster

meeting involvement of teachers. Teacher leadership in this zone was virtually non-existent hence I argue that it calls for attention.

To draw conclusions on how the SMTs facilitate (or do not facilitate) teacher leadership beyond the classroom the findings pointed towards collaboration, collegiality, staff development and support and lastly the principal and the SMT. I argue that there was no collaboration between the SMTs and the teachers in these schools. The principals and the SMTs failed to collaborate with teachers. There was a block between the SMTs and the post level one teachers getting together in order to discuss and decide on issues. Teachers felt that they were not part of the school on policy related issues. There were initiatives introduced and implemented without their knowledge.

The only collaboration that existed was amongst teachers themselves and these occurred during curricular and extra-curricular activities. I argue that true collaboration is determined by the extent to which the principal and the SMT involve all teachers in all aspects of the school. Shared decision-making never existed in these schools yet it's a concept which should be used during collaboration to support and promote teacher leadership (Bonduris, 2011). The expectation is that all teachers should work in closer co-operation and collaboration with one another and develop democratic involvement in leadership practice and collective capacity building (Senge, 1990). The principal and the SMT failed to regard teachers as 'knowledgeable professionals' that can contribute to school transformation through collaborative learning communities. Hence I argue that there was very little to no collaboration.

Coming to the aspect of collegiality, I conclude that the SMT failed to share ideas with the teachers. Instead it imposed ideas on teachers. Instead of sitting down with teachers in order to get their ideas, the SMT came with ideas to teachers. Teachers felt that they were not part of the school planning process. Teachers on the other hand were working and sharing ideas in teams initiated by HODs. The SMTs, however, were encouraging teachers to work as a team which is one way of facilitating teacher leadership. Literature suggests that collegiality lays the foundation for developing shared ideas and for generating forms of leadership (Little, 1990). This was ignored by the SMTs. I share the same sentiment that "a school that wishes to embrace teacher leadership would need to develop a culture that supports collaboration,

partnership, team teaching and collective decision-making" (Grant, 2006, p. 524) which the SMT's failed to embrace in these schools.

On the aspect of staff development and support, the findings reflected that there was a glimpse of staff development and support taking place in these schools. Teachers were allowed by the SMTs to attend workshops organised by the district. However, teachers were not capacitated enough by the SMTs to take on teacher leadership roles in these schools. Literature suggests that teacher leaders need to be trained and prepared for teacher leadership (York-Barr & Duke, 2004). There were various workshops attended by the SMTs. However, on their return to their schools they failed to empower teachers citing the lack of time as the reason. The SMTs did not consider the importance of their capacitation of other teachers as part of teachers' leadership skills development. Teachers only received the support through workshops they attended that were organised by the district for curriculum changes and advancement. There was no programme on how teachers are to be supported and developed. The SMTs failed to support and embrace the notion that suggests that teachers must be supported and empowered to develop skills such as leading groups and workshops, collaborative work, mentoring, teaching adults, action research, collaborating with others and writing bids to help teachers adapt to the new roles involved (Barth, 1998; Katzenmeyer & Moller, 2001; York-Barr & Duke, 2004; Muijs & Harris, 2007).

The principals and the SMTs in these schools applied autocratic leadership styles though they thought that they were democratic. I conclude that they failed to exercise the principles of democratic leadership as suggested in various policies and were "unable to change their culture and practices towards more inclusive and democratic forms of participation (Grant et al., 2009, p. 11). Instead they stuck and adhered to the traditional principles of hierarchical top-down leadership of the pre-democratic era. Their leadership style was still centred on formal leaders thereby undermining the facilitation of teacher leadership in these schools. I conclude that the failure of the SMTs to facilitate teacher leadership was a clear reflection of restricted teacher leadership in which "the cultural and structural changes required to support teacher leadership have not been put in place" (Harris & Muijs, 2005, p.116). The SMT believed and adopted a delegated leadership form instead of distributed form of leadership. It was also evident that the principals and SMTs did not facilitate teacher leadership in their schools either because of a lack of understanding of the concept or fear to account if things turn out wrong.

The study has enlightened that the understanding, enactment and facilitation of teacher leadership in the case study schools needs special attention. The study has reinforced the findings of other studies. To sum up, I conclude that SMT acted as a barrier to teacher leadership by failing to consider the necessary aspects of facilitating teacher leadership as suggested by various scholars both locally and internationally.

5.4 RECOMMENDATIONS

I acknowledge that the Department of Education has formulated various policies to be implemented on democratisation of leadership in schools. However, I recommend that the Department of Education (DoE) must also allocate money to capacitate teachers on aspects of leadership development. I suggest that the government embraces the development of teachers through workshops. These workshops should not only be directed at school principals but all teachers so as to awaken the 'sleeping giants' in schools (Katzenmeyer & Moller, 2001). The Department of Education should assist schools to formulate structures and plans for staff developmental programmes to facilitate teacher leadership. Lack of time is highlighted as one of the factors that hinder the enactment of teacher leadership (Harris & Muijs, 2006). The Department of Education must provide time and money in order to change teacher leadership from being a theory into a practice. This will help schools to drift away from autocratic forms of leadership towards more distributed forms of leadership (Grant, 2010).

I also recommend that the principals and the SMTs engage all teachers in school developmental planning. This will help teachers feel part of the school and will also share the vision of the school with the school management. The teachers will embrace change if they are not marginalised and also regard this as "empowerment and encouragement of teacher to become leaders" (Harris and Lambert, 2003, p. 45). The SMT must do away with fear and mistrust and allow all teachers to lead regardless of their position or experience because "the success of the concept of teacher leadership is directly linked to the culture of the school" (Grant, 2006, p. 524). The extent to which the culture of trust in school is applied, is a key to both collegiality and collaboration in schools.

I recommend that a teacher leadership module for undergraduates and modules for post graduates should be introduced in the tertiary institutions. Newly graduated teachers from

tertiary institution will help to enhance teacher leadership practices in schools. This is where the issues associated with facilitation and barriers to teacher leadership can be explored in depth. I suggest that if teachers were to be trained at tertiary levels this can assist in minimising barriers to teacher leadership in schools.

Further research should be conducted on the roles played by the district officials and the SMTs on the enactment of teacher leadership beyond the classroom. This research may help us to understand the extent to which the partnership of district officials and SMTs facilitate (or do not facilitate) teacher leadership at district levels and beyond.

5.5 CHAPTER SUMMARY

In this chapter I presented three issues with regard to the enactment of teacher leadership beyond the classroom. Firstly, I presented a summary of the entire research study. Secondly, I presented the conclusions emanating from the findings related to my key research questions. Lastly, recommendations are made with regard to my study.

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APPENDIX 1

P.O. Box 807

Port Edward

4295

15 March 2013

The District Director

Mbizana District

Private Bag X504

Mbizana

4800

Dear Sir

Re: REQUESTING PERMISSION TO CONDUCT RESEARCH

I am writing to request permission to undertake research in three high schools in your district as part of my Masters studies with the University of KwaZulu-Natal.

My study is entitled **"Teacher Leadership beyond the Classroom: a case study of one circuit in the Eastern Cape"**. I will conduct interviews with nine teachers and issue a questionnaire to teachers when collecting data. The interview participants in the study will include three principals, three School Management Team members and three post level one teachers. The purpose is to develop a better understanding about teacher leadership enactment and facilitation beyond the classroom in schools.

For any queries and clarity regarding my study you may contact my supervisor Dr. Inba Naicker 031 260 3461 his email is naickeri1@ukzn.ac.za

Thanking you in advance for your kind co-operation.

Yours Faithfully

Elphus Kosandile Kuzwayo (Mr)

072 793 1811

elphusk@gmail.com or 212551263@stu.ukzn.ac.za

INFORMED CONSENT

P.O. Box 807

Port Edward

4295

15 March 2013

The Principal

Mbizana District

Mbizana

4800

Dear Sir/Madam

Re: REQUESTING PERMISSION TO CONDUCT RESEARCH

I am writing to request permission to undertake research in your school as part of my Masters studies with the University of KwaZulu-Natal. I am currently registered with University of KwaZulu-Natal doing my second year of Masters in Education.

My study is entitled **"Teacher Leadership beyond the Classroom: a case study of one circuit in the Eastern Cape"**. I will conduct interviews with three teachers and issue a questionnaire to teachers when collecting data. The interview participants in the study will include the principal, one School Management Team member and one post level one teacher. The purpose is to develop a better understanding about teacher leadership enactment and facilitation beyond the classroom in schools.

For any queries and clarity regarding my study you may contact my supervisor Dr. Inba Naicker 031 260 3461 his email is naickeri1@ukzn.ac.za

Thanking you in advance for your kind co-operation.

Yours Faithfully

Elphus Kosandile Kuzwayo (Mr)

072 793 1811

elphusk@gmail.com or 212551263@stu.ukzn.ac.za

P.O. Box 807

Port Edward

4295

15 March 2013

Dear participant

Re: REQUESTING YOUR PARTICIPATION IN MY STUDY

I am currently studying towards a Masters degree in Education Management Leadership and Policy at the University of KwaZulu-Natal. As part of my studies I'm in a process of a study for my dissertation titled: **Teacher Leadership beyond the Classroom: a case study of one circuit in the Eastern Cape.**

I humbly request you to participate in my study by answering few questions on the subject. All the information gathered will be treated with confidentiality and will only be used for research purposes. If you are willing to participate in this study, **please fill in the attached consent form**.

For any queries and clarity regarding my study you may contact my supervisor Dr. Inba Naicker 031 260 3461 his email is naickeri1@ukzn.ac.za

Thanking you in advance for your kind co-operation.

Yours Faithfully

Elphus Kosandile Kuzwayo (Mr)

072 793 1811

elphusk@gmail.com or 212551263@stu.ukzn.ac.za

APPENDIX 4

CONSENT FORM

I…………………………………………………………………………. (Full names and Surname) hereby confirm that I fully understand the nature and purpose of the study. I am also aware that I may withdraw from the study at any time and that the information obtained from me during interviews will be treated with confidentiality and will not be disclosed for purposes other than this study. I therefore give my consent to participate in the study.

Name……………………………………………………………………………..

Signature…………………………………**Date**…………………………..

Steve Vukile Tshwete Education Complex * Zone 6* Zwelitsha * Private Bag X0032 * Bhisho * 5605 * REPUBLIC OF SOUTH AFRICA * Tel: +27 (0)40 608 4411 Fax: 040 6084788 * Website: ecprov.gov.za * Enquiries: Mr N Vazi Email: n.vazi@yahoo.com

P.O. BOX 807

PORT EDWARD

4295

25 MARCH 2013

THE DISTRICT MANAGER

MBIZANA DISTRICT

PRIVATE BAG X504

MBIZANA
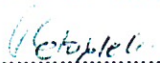
4800

Dear sir

RE: REQUESTING PERMISSION TO CONDUCT A RESEARCH: ELPHUS KOSANDILE KHUZWAYO

In response to the letter dated 18 March 2013 to conduct research in three high schools, the Circuit manager has no objection for Elphus Kosandile Kuzwayo to do so.

Yours faithfully

....   25- 03-2013

MB STOFFELA   CIRCUIT MANAGER

Contact details   083 7286 374

APPENDIX 6

Semi- structured Interview Schedule for the principal

QUESTIONS

1. Biographical Information

1.1   Would you please tell me your age range?

1.2   What qualifications do you hold?

1.3   How long have you been teaching/principal?

2. Understandings of Teacher Leadership

2.1 Where you ever exposed to this term teacher leadership? If yes please comment on how you became aware of it.

2.2 How do you personally understand teacher leadership?

2.3 Who at school would you consider teacher leaders? Why do you think these people are leaders?

3. Enactment of teacher leadership beyond the classroom.

3.1 Tell me, how do teachers in your school play a role in whole school development?

3.2 How do teachers in your school play a role in the:

   (a) Advancement of their particular subjects outside their classroom?

   (b) Advancement of learners in their subjects outside the classroom?

3.3 Tell me, how do teachers in your school play a role as leaders in the community/cluster?

4. Facilitation of teacher leadership beyond the classroom.

4.1 How do you assist/develop teachers in your school in order to play a role in whole school development?

4.2 How do you assist teachers to play a role in curriculum development and sharing curriculum knowledge?

4.3 How do you assist teachers to play a role in the community/cluster?

5. General question.

5.1 Is there any comment you would like to make about teacher leadership in your school?

APPENDIX 7

Semi- structured Interview schedule for School Management Team

1. Biographical Information

1.1 Would you please tell me your age range?

1.2 What qualifications do you hold?

1.3 How long have you been teaching/in this position?

2. Understandings of Teacher Leadership

2.1 Where you ever exposed to this term teacher leadership? If yes please comment on how you became aware of it.

2.2 How do you personally understand teacher leadership?

2.3 Who at school would you consider teacher leaders? Why do you think these people are leaders?

3. Enactment of teacher leadership beyond the classroom

3.1 Tell me, how do teachers in your school play a role in the whole school development?

3.2 How do teachers in your school play role in the:

    (a) Advancement of their particular subjects outside their classroom?

    (b) Advancement of learners in their subjects outside the classroom?

3.3 Tell me, how do teachers in your school play a role as leaders in the community/cluster?

4. Facilitation of teacher leadership beyond the classroom

4.1 How do you assist/develop teachers in your school in order to play a role in whole school development?

4.2 How do you assist teachers to play a role in curriculum development and sharing curriculum knowledge?

4.3 How do you assist teachers to play a role in the school community/cluster?

5. <u>General questions</u>

5.1 Is there any comment you would like to make about teacher leadership in your school?

APPENDIX 8

<u>**Semi- structured Interview schedule for the post level one teacher**</u>

<u>**QUESTIONS**</u>

1. <u>Biographical Information</u>

1.1 Would you please tell me your age range?

1.2 What qualifications do you hold?

1.3 How long have you been a teacher?

2. <u>Understanding Teacher Leadership.</u>

2.1 Where you ever exposed to this term teacher leadership? If yes please comment on how you became aware of it.

2.2 How do you personally understand teacher leadership?

2.3 Who at school would you consider teacher leaders? Why do you think these people are leaders?

3 <u>Enactment of teacher leadership beyond the classroom.</u>

3.1 Tell me, in your school, how do you play a role in school development?

3.2 How do you serve as a leader in the:

(a) Advancement of your subjects outside the classroom?

(b) Advancement of learners in their subjects outside the classroom?

3.3 Tell me, how do you play leadership roles in the community?

4 <u>Facilitation of teacher leadership beyond the classroom.</u>

4.1 Tell me, how does the SMT assist/develop teachers in the school in order to play a role in whole school development?

4.2 How do SMT assist teachers to play role in curriculum development and sharing curriculum knowledge?

4.3 Tell me, how does SMT assist teachers to play role in the school community/cluster?

5   **General question.**

5.1 Is there any comment you would like to make about teacher leadership in your school?

APPENDIX 9

<u>**Qualitative Questionnaire**</u>

<u>**Teacher leadership beyond the classroom: a case study of one circuit in the Eastern Cape.**</u>

<u>Instructions</u>

1. Use a black pen only.
2. Please **do not** write your name.

1. **Biographical information { place X on the appropriate block}**

    1.1 Gender

Male		Female	

    1.2 Age

23-32yrs		33-42 yrs	43-52 yrs		53yrs and above	

    1.3 Qualification

M+3		M+4		M+5 and above	

    1.3 Teaching Experience

0-5 years		6-10 years		1 1 years and above	

2. Understanding teacher leadership.

2.1   What do you understand by the term teacher leadership?...
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3. Enactment of teacher leadership beyond the classroom.

3.1 Are you a leader outside/beyond the classroom?
Explain...
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3.2 Explain what roles you play in the advancement of your subject in the school, cluster and district...
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3.3 Do you play any leadership roles in the school community?

Explain..

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4. Facilitation of teacher leadership beyond the classroom.

4.1 Does the SMT assist/develop you in the school in order to play a leadership role in school development?

Explain..

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4.2 Does the SMT assist you to a play leadership role in the development of your subject?

Explain...

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4.3 Does the SMT assist you to play a leadership role in the community of schools/cluster?

Explain...

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5. Comments

5.1 Any further comments about teacher

leadership...

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....
....
....

25 Maple Crescent
Circle Park
KLOOF
3610

Phone 031 – 7075912
0823757722
Fax 031 - 7110458
E-mail:
wyebanksec@telkomsa.net

Dr Saths Govender

19 NOVEMBER 2013

LANGUAGE CLEARANCE CERTIFICATE

TO WHOM IT MAY CONCERN

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

"Teacher Leadership Beyond the Classroom: A Case Study of One Circuit in the Eastern Cape" by E. K. Kuzwayo.

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

Yours faithfully

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