

**My living theory of the transformational potential
of my educational leadership**

Arnold Marius Johannes

**A submission presented in fulfilment of the
requirements of the
Nelson Mandela Metropolitan University
for the degree of Doctor of Philosophy**

APRIL 2015

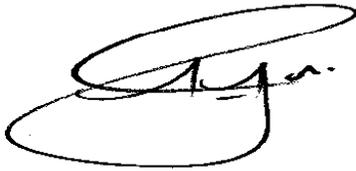
PROMOTER: PROF. L. WOOD

DEDICATION

I would like to dedicate this thesis to my father David Johannes. Throughout my life I have always been aware of the remarkable role you played in all my accomplishments, which started when you hold my hand as a little boy and showed me how to write my name for the first time.

DECLARATION

I, Arnold Marius Johannes, student number 197376130, hereby declare that the doctoral thesis entitled: **My living theory of the transformational potential of my educational leadership** is my own work and has not previously been submitted for assessment or completion of any postgraduate qualification to another university.



.....
Arnold Marius Johannes
December 2014



.....
Prof. Lesley Wood
(Promoter)

.....
Marthie Nel
(Language supervisor)

ACKNOWLEDGEMENT

The writing of this thesis had been one of many challenges but the following people made it possible and supported me throughout the course of this study:

- First and foremost, I would like to express my sincere gratitude to my promoter, Professor Lesley Wood for being instrumental in me finishing what I had begun. Without her motivation, patience, availability, inspiring guidance and support, I might not have reached this stage in my life. Her wisdom, knowledge and commitment to the highest standards inspired and motivated me. I could not have imagined having a better advisor and mentor for my Ph.D study.
- My sincere thanks also goes to Marthie Nel for her proofreading which has profoundly improved the composition of this thesis.
- Many thanks to Marina Ward, Senior Librarian at the Nelson Mandela University, who helped and supported me with information searches.
- Special thanks to my wife, Juanita and my two loving daughters Octavia and Olwen. They were always supporting me and encouraging me with their best wishes.
- To my former principal, Lamile Faltein, the staff and the entire school community who provided the support and cooperation I have needed to produce and complete my thesis.
- To my critical friends and colleagues, Tobeka, Nokanyo, Ernest, Chantelle and Lizette. I am thankful for your inspiring guidance, invaluable constructive criticism and friendly advice during the project work. I am sincerely grateful to you for sharing your truthful and illuminating views on a number of issues related to the project.
- To my family and friends, especially George and Eloise, who assisted me through the long struggles of thesis writing with their help and moral support.
- All honour goes to God Almighty for giving me the insight and ability to carry out this study.

TABLE OF CONTENTS

	Page
DEDICATION	
DECLARATION	
ACKNOWLEDGEMENTS	
LIST OF FIGURES, PICTURES, TABLES	(i)
GLOSSARY	(ii)
ABSTRACT	(iii)
OVERVIEW OF STUDY	
Introduction	1
Background information about myself	2
I am a fragment of the whole design and shape	3
I can shine in dark places	3
I reflect light into dark places where the sun could never shine	5
Reflecting on my practice	6
CHAPTER ONE:	
Introduction	9
What was my concern?	9
Low morale among teachers	12
Little sense of professional pride	14
Lack of passion and commitment	16
Little desire and opportunity for deeper purpose (sense of identity)	17
Poor professional relationships amongst teachers	20
Lack of teacher and learner leadership	21

CHAPTER TWO

EXAMINING MY UNDERSTANDING OF MY PRACTICE AS I CLARIFY MY ONTOLOGICAL VALUES

Introduction	23
Contextualising my study	24
Cultural and social context of my school	24
Politico-historical context of schooling in South Africa	30
Educational contexts	39
Leadership – pre- and post-Apartheid	42
My context as a teacher	46

CHAPTER THREE

PHILOSOPHICAL PARADIGMS INFORMING MY STUDY

Introduction	52
Philosophical assumptions of my research	53
My ontological assumptions	53
My epistemological assumptions	54
Methodological assumptions	57
Action research as my preferred paradigm	59
Participative or collaborative approach	64
Qualitative approach	65
Reflective approach	66
Democratic approach	67
Living educational theory	67

CHAPTER FOUR

THEORETICAL DISCUSSION OF RESEARCH

Introduction	70
Justifying my choice of qualitative research for my study	71
Research design	71
Data recording	77
Recordings in reflective journal or diary	77
Video data	78
Direct observation	79
Semi-structured interviews	80
Focus group interviews	82
Record sheets and observation schedules	83
Data analysis	84
Sorting, categorising and storing data	84
Analysing the data for meanings	85
Validation of my account of learning	87
Validating my claims to knowledge through my critical friends (for my role as school leader)	88
Validating my claims to knowledge through my validation group (for my role as researcher)	89
Validating my claims to knowledge through living out my values	90
Validating my claims to knowledge through the form and content of the text	95
Comprehensible account	95
Sincerity of account	97
Truthfulness of account	97

Appropriateness of account	98
Establishing criteria and standards of judgement	101
Ethical aspects of research process	101
Summary	103

CHAPTER FIVE

DISCUSSION OF FIRST CYCLE OF ACTION RESEARCH: MONITORING THE PROCESS OF CHANGE IN MY LEADERSHIP PRACTICE

Introduction	105
Explaining my educational philosophy	106
Transformation of my assumptions	109
My ontological, epistemological and methodological assumptions at the beginning of the research process	110
The impact of my traditional leadership style at the beginning of the research	120
My changed ontological, epistemological and methodological assumptions	124
Transformation of my leadership style	128
The transformational impact of my new leadership style on my practice	130

CHAPTER SIX

DISCUSSION OF SECOND CYCLE OF ACTION RESEARCH: HOW MY CHANGED LEADERSHIP INFLUENCED OTHERS IN MY SOCIAL FORMATION

Introduction	150
Using my leadership to influence my colleagues	151
Developing better understanding amongst staff through teacher collegiality	155
Collegiality for building quality relationships	156
Collegiality for school improvement	164
Building a meaningful reflective capacity in teachers; helping teachers becoming more self-aware	171
The instrument I used to build self-awareness	172
Improving teacher leadership through delegation/distributed leadership	174

CHAPTER SEVEN

ENHANCING THE RIGOUR OF THE RESEARCH

Introduction	179
Personal Validation	181
Peer Validation	184

CHAPTER EIGHT

POTENTIAL SIGNIFICANCE OF MY RESEARCH-BASED PRACTICE

Introduction	193
Explaining my claims to knowledge as my living theory	194
Explaining the potential significance of my learning pertaining to the learning of others	199
Explaining the potential significance of my learning pertaining to the education of social formations	201
CONCLUSION AND RECOMMENDATIONS	203
BIBLIOGRAPHY	206
APPENDICES	259

LIST OF FIGURES

FIGURE 1.1: Force Field Model of Teacher Development (Samuel, 2008) Adapted

FIGURE 4.1: Model representing cyclical nature of the action research process

FIGURE 4.2: Model representing messiness and uncertainty of action research

FIGURE 4.3: Sorting, categorising and storing data

FIGURE 5.1: Cycle 1: indicating how I monitored my practice and learning with regard to my leadership.

LIST OF PICTURES

PICTURE 2.1: View of a section of the Kwa-Langa Township

PICTURE 2.2: Foundations and location of “Plough Back” High School pre 1977

PICTURE 2.3: Langa Massacre Memorial

PICTURE: 5.1: Enoch Mankayi Sontonga

PICTURE: 5.2: Davidson Don Tengo Jabavu

PICTURE: 5.3: Solomon Kalushi Mahlangu

PICTURE 6.1: Women’s Month Celebrations 2011

PICTURE 6.2: Language Department teachers having farewell for student teacher.

PICTURE 6.3: Teachers helping with meals for learners at matric camp

PICTURE 6.4: Newly formed Publicity and Publication committee.

PICTURE 6.5: Publicity and Publication committee having their first planning meeting.

LIST OF TABLES

TABLE 2.1: Percentage of learners who passed matriculation 1994 — 2012

TABLE 2.2: Percentage of learners who passed matriculation from 2005-2010 in Eastern Cape

TABLE 4.1: Reflection sheet addressing the motives and learning of my actions

TABLE 5.1: My Framework of Emotional Competencies (adapted from Daniel Goleman’s Competency Framework)

TABLE 6.1: Purpose, process and outcomes of all activities I initiated at school.

TABLE 6.2: Summary of Big Five or OCEAN model

GLOSSARY

HODs	Heads of Departments
SAHRC	South African Human Rights Commission
NMMU	Nelson Mandela Metropolitan University
HOD	House of Delegates
HOR	House of Representatives
DET	Department of Education and Training
HOA	House of Assembly
NAPTOSA	National Professional Teachers' Organisation of South Africa
AIDS	Acquired immune deficiency syndrome
HIV	Human Immunodeficiency Virus
DoE	Department of Education
DBE	Department of Basic Education
NCS	National Curriculum Statement
NTA	National Teaching Awards
ANC	African National Congress
SASO	South African Students' Organisation
NYP	South Africa's National Youth Policy
NYDPF	National Youth Development Policy Framework
Ex-Model C schools	(former 'Whites only' schools)
ACE-SML	Advanced Certificate in Education – School Management and Leadership
SMTs	School Management Teams
SADTU	South African Democratic Teachers' Union
SACE	South African Council for Educators
OBE	Outcomes-based Education
ICT	Information and Communication Technology
UNESCO	United Nations Educational, Scientific and Cultural Organization
CAT	Computer Application and Technology
SGB	School Governing Body

ABSTRACT

In democratic South Africa, policies place much emphasis on the need for transformational leadership. This challenges school leaders to ensure that their practice is in line with the democratic and inclusive values espoused therein. This thesis is an account of my journey of learning about educational leadership and how I attempted to influence transformation at my own school. The development of my living theory of educational management is grounded in my desire to make a positive change to the quality of teaching and learning at my school, by embodying and exemplifying such values in my leadership.

My learning as an educational leader comprises my living theory on improving my educational leadership within a socially challenged context. I explain the context and problems experienced at my school and provide evidence of the need to move from the hierarchic, autocratic form of leadership, still prevailing at many South African schools. I adopted the theoretical framework of servant leadership to enable me to develop a more contextually sensitive and visionary style of leadership through critical reflection on my own practice.

My stimulus for this journey of learning stemmed from the perceived contradiction between my espoused beliefs about leadership and my actual practice. My own autocratic leadership style was one of the main barriers that prevented teachers from attaining autonomy and taking on leadership roles within the school. My leadership style was more in alignment with the values of accountability, discipline and efficiency than those of care, trust and the development of the potential of others.

This interrogation of my ontological values informed my subsequent interventions to improve my practice. Following an action research design, I investigated the quality of my leadership to determine which areas I needed to improve, took action to improve these and evaluated the change against the values inherent in the notion of servant-leadership. I embarked on a journey that helped me to shift my practice from being

based on previously held authoritarian professional values towards values that underpin a more transformational leadership, such as care and trust. My journey of learning was guided by the tenets of self-study action research, which required critical self-reflection and holding myself accountable for my own actions. The practical knowledge I gained through this self-reflection on my practice enabled me to make professional judgements, which then became conceptual knowledge in the form of a living theory generated by my research. This was made possible through a continuous process of data generation to extract evidence to test the validity of the claims to knowledge I made. Multiple sources of data (written, graphic and multimedia) were used to better understand the scope of happenings throughout the research and to monitor my practice over time. I explain how I used my improved understanding of leadership to promote collegiality for building quality relationships to promote teacher leadership for school improvement and how I subjected these claims to social and personal validation procedures.

The significance of this study is that it contributes to new forms of practice and theory in terms of showing how a values-based approach to school leadership can influence positive change in teacher practice. While this study is a narrative of my practice, it is also a narrative of theorising about how my colleagues and I have come to know and how our thinking has changed about our work and ourselves. Although I had to indicate a cut-off point in this action research enquiry, the knowledge gained will continue to develop and influence my practice in the future and hopefully will be judged as useful by others in positions of leadership. The thesis is thus an original contribution to educational knowledge in the field of self-study action research. It demonstrates how sociohistorical and sociocultural insights from Apartheid to Post-Apartheid South Africa can be integrated within a living theory of transformational leadership.

OVERVIEW OF STUDY

Introduction

Teaching was not my first career choice; becoming an educational leader never entered my wildest dreams. However, today I realise the vast power and influence teachers possess as educational leaders. I appreciate that teachers touch and change lives. I care about people and I want to influence their lives in a positive manner. I want to inspire people and make them feel good about themselves. I want to help people develop and see them grow to their full potential. I am passionate about education, because it provides exposure and opportunity for people to discover their inner strengths, grow and develop, and deal with their challenges. Today, I am proud to say that my practice is in education. This thesis is an account of the journey of my learning about educational leadership and how I used it to introduce and promote transformation in my school.

I start off my account by providing an overview of my practice as Head of Department and Deputy Principal of a school in Uitenhage, South Africa, setting the scene with a reflection on the internal battle and dilemma I experienced as an educational leader. This internal struggle developed because of the contradiction between my own beliefs and perceptions of leadership and my practice (Whitehead & McNiff, 2006). This cognitive dissonance (Festinger, 1957) inspired me to embark on a critical reflection of my leadership in my capacity as Deputy Principal. In this research, I investigated the quality of my leadership and determined what areas I needed to improve, and how I could achieve that. I posed questions, in the hope of finding answers in my search for meaning in my practice. This implies that I had to become more aware of new possibilities in my practice and to look keenly for new opportunities to learn and improve my leadership (McNiff & Whitehead, 2005). Before I present my journey of reflecting on my practice, let me first provide some information about myself.

Background information about myself

For many years, I struggled and searched for a purpose in life. I constantly confronted myself with questions such as: *Who am I? Why am I here? What is my purpose? Why am I alive? What is life all about? What should I be doing?* I am sure that I was not alone in struggling with these questions and that most people do so at times. As humans, we have an innate curiosity (Aronoff, 1962) and a natural and inborn drive to acquire new knowledge. Hence, we always ask questions and search for answers in our minds.

On my road to self-discovery, I met several people who exposed me to service opportunities. This helped me unlock new ideas, create new opportunities, solve problems and bring more quality into my life. I grew tremendously as a person, because of my practice of surrounding myself with people who knew more than I did and who were also highly influential professionally. They influenced my thinking and actions, because I allowed them to do so.

In my search for reason in my existence, I came across the following account by Robert Fulghum:

"When I was a small child during World War II, we were very poor and we lived in a remote village. One day on the road, I found the broken pieces of a mirror. A German motorcycle had been wrecked in that place. I tried to find all the pieces and put them together, but it was not possible, so I kept the largest piece. This one. And by scratching it on a stone, I made it round. I began to play with it as a toy and became fascinated by the fact that I could reflect light into dark places where the sun could never shine. It became a game for me to get light into the most inaccessible places that I could find. I kept the little mirror, and as I grew up, I would take it out at idle moments and continue the challenge of the game.

As I became a man, I grew to understand that this was not just a child's game, but a metaphor of what I could do with my life. I came to understand that I am not the light or the source of the light. But light — be it truth or understanding or knowledge — is there, and it will only shine in many dark places if I reflect it. I am a fragment of a mirror whose whole design and shape I do not know. Nevertheless, with what I have, I can reflect light into the dark places of this world — into the dark places of human hearts — and change some things in some people. Perhaps others seeing it happen will do likewise. This is what I am about. This is the meaning of my life."

From: *It Was On Fire When I Lay Down On It*, by Robert Fulghum. Ivy Books, 1989.

From the above story, I learned the following lessons: Firstly, my life was not something solitary and self-contained (*I am a fragment of the whole design*), but lived in relation with others; and that this relationship was influential (McNiff & Whitehead, 2005). Secondly, that I had the ability to make a difference (*shine in many dark places*) in the lives of others by living out my values (*reflecting the light*).

I am a fragment of the whole design and shape

The very first lesson I had to learn in my professional life was to adopt and embrace the idea that I was in a relationship with others (Spears, 1998; Taylor, Martin, Hutchinson & Jinks 2007). Sometimes, we become so obsessed with seeking reasons for our own existence, that we forget that others around us may also be battling with the same questions, looking for answers to the same questions. We forget that we are not alone, but live in relationship with others. Life is not just about us, but about *all* of us. We do not just find meaning to life when our own needs are satisfied, but rather when the needs of others are also satisfied.

I learnt that I was not the whole mirror; I was only a fragment of the mirror's whole design and shape, and that I did not contain all the component parts necessary to form a total. However, I might have the potential to operate partly on my own, which understanding would enable me to bring complete meaning to my obligation as an educational leader. To exercise my role as leader, I had to adopt the practice of integrating all players, actions, sectors and resources necessary to give added value, greater creativeness and originality to our school. While I did know, I did not have all the answers; I could do it, but I was not better.

I can shine in dark places

When I was appointed as Head of Department at my current school, a gathering was organised to formally welcome me, as is the tradition at the school. Singing and welcoming speeches dominated the programme of the day. One song that stood out in

my mind and epitomised for me the reason why I had been 'sent' to this school, was entitled "*Be bright in the corner where you are*". I knew immediately that I had been sent there with a purpose and a mission, and that was to make an impact on lives. Firstly, I had to bring light wherever there was darkness; in other words, I had to become a change agent to improve the circumstances and quality of life of all in my reach. Secondly, I had to shine, and shine brightly. In other words, not only do things right, but do the right thing (Conrath, 1987), and do it well.

My sense of self-worth was constantly challenged in my workplace. By this I mean that I experienced tremendous pressure to live up not only to my own expectations, but also to the expectations of others. I felt the need to be successful and in control (Moneta, Schneider & Csikszentmihalyi, 2001). As a leader, I tended to focus on controllable elements, shying away from those elements that I believed were less controllable and therefore threatening to my sense of self-worth. I was unconsciously reducing the sting of fear in a competitive environment (Martin & Marsh, 2006) through my actions. According to Jindal-Snape and Miller (2008), self-worth is strongly influenced by the quality of our relationships with others and the judgments we make about how we are living up to the standards expected of us. Niiya, Crocker and Bartmess (2004) further explain that a person's self-esteem is vulnerable when he experiences failure in domains on which this self-worth is dependent.

That brings me to the second lesson I had to learn in life, namely to develop a sense of self-worth, to know that I, too, was important and that I could make a difference. As a leader working with a team of people, I had to develop and nurture my own self-esteem, because a person's own self-worth can greatly influence his or her ability to perform. Doing this would help expose my own weaknesses and increase my own ability to assist team members in making a valuable contribution to the life of our school. It is vital to become aware of one's personal strengths and accept oneself as a worthy person, despite any weaknesses or shortcomings one may have. I learnt that I might only be a fragment of the mirror, but that the fact remained that I was part of the whole

mirror: I had a worthwhile purpose in life. There was a reason for my being here. I learnt to believe in myself.

I reflect light into dark places where the sun could never shine

We live in a dark world. Darkness carries many definitions. Darkness is mysterious and secretive and represents deception, manipulation, distrust and ignorance. The light represents the core values that bring meaning to our lives, once we choose to reflect them. For me, 'meaning' refers to those things we cherish, treasure and value in life. Regardless of all the negatives that life brings, it is those things that help us keep focused on the positives and provide that inner drive. It gives us a sense of hope, regardless of the many challenges facing us. The mirror represents the hope that is responsible for taking the light into places where the sun cannot not shine. Mirrors do not lie or deceive. You cannot stand before a mirror and not see a true reflection of who and what you are. A mirror is true to what it reflects.

According to Covey (1992), an individual can be a change catalyst, a transformer in an organisation, improving the lives of all stakeholders. To be this change agent, Polleys (2002) declares that growth should come from the inside, meaning that one should first focus on changing oneself as a person and then expand to other areas of influence in the organisation. According to the *Oxford Dictionary* (Tulloch, 1993), the word 'improve' means: 'to make or become better'. For me, it entailed to become aware of who I was first, which entailed identifying my strengths and weaknesses. It further meant changing my habits, which requires strength for self-transformation and to accept newer and better ways to achieve the outcomes I desired (Cohen & Sherman, 2014), i.e. living in line with my values. In my pursuit of improvement, the focus would not just be on fixing what was weak, but also on building on strengths (Seligman & Csikszentmihalyi, 2000). Since strength is not a final imaginary place, but rather a striving towards a real life current practice, which is informed by an intent to achieve the realisation of values (McNiff, 2007), I grew aware that I would never 'arrive'. The goal was to intensify my strengths and to change my weaknesses; to become who I wanted to be. However,

between who I was and who I wanted to be, an entire range of activities awaited me. According to Kouzes and Posner (1987), I could use learning about my leadership to bridge the gap between where I was not and where I wanted to be. However, improving my leadership was not just about improving myself – I wanted to be able to contribute to the improvement of the quality of education and life for all that I was in a position to influence. One major purpose of management development is to improve the quality of school leadership as a means of enhancing learning. I agree with Bush and Anderson (2003:96), who state that "the development of a genuine culture of learning will be slow and dependent on the quality of leadership in individual schools". In an organisation that 'learns', the quality of people, products and services continuously improves (Anderson, Rungtusanatham & Schroeder, 1994:488).

Reflecting on my practice

Becoming more conscious and critical of my thinking and practice (McNiff & Whitehead, 2005), can almost be equated to waking sleeping dogs, stirring up and provoking dormant feelings. For me, the easiest way to live was to turn a blind eye and to pretend that everything was fine, even if it was not. However, asking self-reflective questions forces me to find meaning in my work and necessitates a commitment to self-growth and development, which has proved to be uncomfortable at times.

It is not always easy to commit to the truth. It was difficult for me to admit that when I was faced with problems, I tended to turn to quick and easy solutions. It was also difficult for me to acknowledge that I did not experience myself as the person that many people (especially my colleagues) thought I was. I often experienced myself as a living contradiction of the values of trust and caring that I tried to live out. These values underpin the concept of servant leadership (Stupak & Stupak, 2005; Raso, 2007; McCuddy & Cavin, 2008; Boroski & Greif, 2009; Trompenaars & Voerman, 2010; Ferch & Spears, 2011); a theory of leadership that I strive to embody in my everyday practice.

In contrast to the collaborative forms of leadership that are touted in literature as best practices (Greenleaf & Spears, 2002; Fletcher & Kaufer, 2003; Raelin, 2003; Clark, 2005; Spillane, 2006), I admit that until I embarked on this journey of learning, my practice tended to be a one-man show. More often than not, I dictated what must be done, instead of allowing my colleagues to initiate and apply their own minds and ideas. At times I did delegate, but not effectively. I was one of those leaders who tend to do everything themselves, because they know what they want and how they want it to be done. Hence, the only one I trusted to do something right, was myself. I truly believed that I could do a better job — so why delegate? I built my leadership on reputation more than on character; therefore I saw only my colleagues' weaknesses and not their strengths; only their wrongs, and not what they did right.

This type of leadership is exhausting, as experienced not only by myself, but also by those I worked with. It was not beneficial for developing capacity in the school. My conception of being a leader was that I as the leader should be dictating what happened, making sure that everyone was doing what he or she was supposed to do. In short, in a very gentle way, I manoeuvred myself into being a dictator who ordered people around. My only concern was myself and how 'I' could get ahead and use whatever it took to get things done. This behaviour of mine stifled the creativity and strangled the innovativeness of the middle management staff members who worked with me. At times, they refused to cooperate fully, which had serious implications for the progress and performance of their respective departments, as well as the school as a whole.

I tended to forget or ignore that my duty as leader was to empower the people directly under my supervision: the Heads of Departments (HODs). Empowerment would entail entrusting the HODs with authority and responsibility (Dennis & Bocarnea, 2005); arming them with the required knowledge and resources to take control of their own duties and do a better job by doing it themselves, instead of relying on me as their superior. I failed to create an environment of trust, which is a key goal of servant leaders (Bennett, 2001). Trust is a belief in the unseen potential of followers; the belief

that they can accomplish goals; and requires consistency and reliability on my part, as the leader, for direction (Patterson, 2003).

This thesis, then, is an account of how I set out to improve my practice as an educational leader to make it more reflective of the values that I cherish. To explain this journey, I offer explanations of my answers to the following questions, as suggested by McNiff and Whitehead (2006:89):

- ***What was my concern?*** This is addressed in Chapter One, in which I outline the concerns I had about my leadership and the need for improvement, given the context in which I worked.
- ***Why was I concerned?*** Chapter Two will explain the core values that guide my practice and how I experienced myself as a living contradiction, which prompted me to take action to live these values out more fully.
- ***What did I think I could do about the situation?*** Chapter Three will outline the research design I followed. Chapter Four will show how I gathered data about the situation, how I analysed it, how I validated it, and the ethical aspects of the research process.
- ***What did I do?*** Chapter Five will outline the cycles of intervention and explain my actions from a theoretical standpoint.
- ***What evidence can I provide to show how the situation improved?*** Chapter Six will describe and explain the evidence gathered to show how my personal transformation positively influenced the transformation within my school.
- ***What significance do my claims to knowledge have?*** Chapter Eight will outline the educational significance of my claims to having learnt how to lead in a way that promotes the embodiment of values that enhance the quality of education.

This, therefore, is an account of my learning as an educational leader that comprises my living theory (Whitehead, 1989) on improving educational leadership within socially, economically and educationally challenged contexts.

CHAPTER ONE

Introduction

In this chapter I addressed the question: *What was my concern?* I discuss the problems that existed not only in my school, but generally in schools in South Africa. I explain the context and problems experienced at my school and conclude with my perception of what I as a leader could change about my leadership, in the hope of positively influencing transformation in my school.

What was my concern?

My general concern was the culture (a prerequisite for academic achievement) under which teaching and learning were taking place within many township (see picture 2.1, page 25) schools, including my own. As a result of their limited social and economic opportunities (Adebayo & Musvoto, 2010), parents' limited contribution (or no contribution whatsoever) towards school fees places most township schools at a disadvantage (Hoadley, 2007; Lam, Ardington & Leibbrandt, 2011). According to the media, the poor academic performance recorded by township schools every year remains a worrying factor. The following are some of the challenges and contributing factors put forward to explain the poor results recorded by many township schools:

- High absenteeism rates among both learners and teachers.
- High incidence of violence and aggression on and around the school premises.
- Demoralised and unmotivated educators.
- Shortage of textbooks and learning material.
- Teachers leaving the school earlier on payday and their frequent absence for memorial services.
- Educators' strikes and stay-aways (examples: 2007 and beginning of 2012).
- Shortage of educators.
- Overcrowding/Large classes.

- Lack of discipline among learners and/or educators.
- Inadequate management skills from principals and School Management Teams (Fiske & Ladd, 2006; South African Human Rights Commission (SAHRC) Report, 2006).

I was specifically concerned about the fact that some of the above-mentioned factors were evident within my own school. I was concerned about the low morale evident amongst teachers, manifested by a lack of pride, passion and commitment; and little sense of purpose. I was also concerned about the poor professional relationships amongst teachers. The alternative points of view held by some colleagues were sometimes discouraged. Teachers and learners were demonstrating poor leadership qualities, or none at all. They often felt threatened and were therefore generally reluctant to take the lead. Consequently, our status as a community school and the quality of academic work offered by our teachers were being threatened. At a conference at the Manyano Centre for Community Schools of the Nelson Mandela Metropolitan University, held on 5 and 6 November 2010, Dr. Allistair Witten (interim director of the Principals' Centre at the Harvard Graduate School of Education) defined a community school as: "a school for the community by the community with all the values (respect, accountability) and the responsibility for the success of their children. It is a learning centre driven by community ideals, values and curriculum development that prepares effective community members. It is a beacon of hope that produces academics and leaders. It involves all stakeholders who influence the vision and mission of the school and creates a positive environment for creativity and learning". However, at the onset of this study, I did not believe that I was leading in a way that could overcome the problems mentioned and help the school to fulfill its vision of being a true community school.

I wanted to increase the participation of every role-player in the life of the school. I wanted both teachers and learners to take part in decision-making and involve them in leading and managing the school. I wanted to create a culture conducive to teaching and learning. I wanted teachers and learners to be given the responsibility, freedom

and independence to take initiative. I wanted to create a platform for creativity and innovation, allowing individuals to take risks. I wanted to provide guidance and inspiration, engender trust and encourage colleagues to become more involved in school matters. I wanted learners to be allowed to participate in discussions about their problems and challenges at school and to be given more chances to express their needs and priorities outside adult-dominated institutions. I wanted to change the mindset that participation was an adult activity. This thesis is the story of my journey to answer the question: ***How can I contribute to transformation in my school through my leadership practices?*** The next section will offer some insight into how our school became beset by the problems described above.

During the Apartheid years, four different education departments existed in South Africa: the House of Delegates (HOD), which governed the education provided to Indian children; the House of Representatives (HOR), which governed Coloured children's schooling; and the Department of Education and Training (DET), which provided education for Black children; while White children's education was governed by the House of Assembly (HOA). These four departments each received different funding and different resources; and implemented different examinations. Even now, twenty years after democracy dawned in South Africa, Former Model C (White) schools still offer the best infrastructure, equipment and facilities, the most competent teachers and the best educational opportunities for children. Former HOR schools, although treated quite as harshly as DET schools, still remain with really poor infrastructure and facilities. Former DET schools, commonly known as township schools demonstrate the most desperate circumstances.

Although our school was performing well by township standards, this did not reveal the true picture. We achieved an average matriculation pass rate of 80% over the past ten years, participated in educational conferences, served as mentor school for other township schools in the area, and assisted the Education Department District Office with certain services, such as tutoring and teacher development. Knowing its true potential, I did not want our school to be compared to other township schools, because we offered

education comparable to that provided at ex-Model C schools. My concern was not so much with what we were doing, but rather with what we were *not* doing, and what we were still capable of doing. I believed that given the conditions under which township schools operated, the good results produced by schools like ours are somehow more laudatory than the results produced by ex-Model C schools.

Learners from townships with poor socio-economic backgrounds are faced with more challenges than most learners attending ex-Model C schools. While I did not want township schools to mimic ex-Model C schools, I wanted them to open themselves to the good practices operating at many of these schools. I wanted to remove the qualifier that always accompanied praise for our school: You are doing well — '*for a township school*'. I wanted our school, and others in the township, to be doing just as well as the schools situated in the historically more advantaged areas.

I identified the following issues: low morale among teachers, little sense of professional pride, lack of passion and commitment and little desire and opportunity for deeper purpose (sense of identity), poor professional relationships amongst teachers, lack of teacher and learner leadership, as stumbling blocks and threats to the adherence of high educational standards in my school and other schools functioning under similar conditions:

Low morale among teachers

South Africa is faced with a growing shortage of professionally qualified and competent teachers. Some of the reasons why many teachers are leaving the profession are the heavy workload, low level of job satisfaction, and more attractive employment opportunities elsewhere (Hall, Altman, Nkomo, Peltzer & Zuma, 2005). The Labour Relations Act of 1995 as well as the South African Constitution of 1996, Section 23, support the existence of unions to address the disproportion of power in the workplace (Wood, 1998). Teachers unions also provide legal protection for their members in cases where their position is threatened and negotiated on their behalf with the Department of

Education, who is the employer (Heystek & Lethoko, 2001). In a study conducted by the teacher's union NAPTOSA (National Professional Teachers' Organisation of South Africa) in 2002 (DoE, 2005), some reasons cited for low teacher morale include dissatisfaction with remuneration packages (unsatisfactory salary packages); inadequate financial compensation for workload and responsibility; insufficient perks (such as housing subsidies); unsatisfactory working conditions; and HIV/AIDS, which is affecting the emotional status of educators. Teacher morale is generally low where the impact of these conditions is high.

Morale generally refers to a feeling, a state of mind, or a mental or emotional attitude (Mendel, 1987). The low morale of teachers, amongst other crucial challenges, is largely contributing to the instability in education and is currently on the priority list of the Department of Education. One such example is the challenges experienced by teachers with regard to the implementation of the National Curriculum Statement (NCS), as a result of which the Minister of Education appointed a Task Team to review the implementation of the NCS in July 2009. Confusion amongst teachers with regard to what and how to teach and an increase in the educator workload have been highlighted as challenges by teachers, resulting in low morale, frustration and anger and the fact that many want to leave the teaching profession.

At my school, I sensed a lack of interest in and excitement amongst teachers regarding special school activities. There was deliberate non-participation of certain teachers in some school events. The poor (or lack of) participation of teachers in school activities had become a norm, leading to us hardly noticing and not celebrating our achievements. According to Sinclair (1992:2), morale is 'the professional interest and enthusiasm that a person displays towards the achievement of individual and group goals in a given job situation'. This hostile situation had created an environment severely impacting on teaching and learning and was reflected in our results, which took a serious dip in 2011. There was an urgent need to rekindle passion and commitment, revisit our vision, heed complaints and queries, keep abreast of change and re-establish trust (Singh, 2006). When a healthy school environment exists and teacher morale is

high, teachers are pleased with themselves and with each other and, at the same time, experienced a sense of achievement from their jobs (Hoy & Miskel, 2008). Their study determined that the following factors might influence teacher morale:

Little sense of professional pride

I was concerned about the general lack of passion and pride amongst our teachers and learners. Hammett (2008) notes that, in the past, the teaching profession was highly respected — something to which I can personally testify. People virtually revered teachers and regarded them as community leaders. Teachers and teacher leaders were respected inside and generally also outside the classroom. The author further notes that in the 1970's and 1980's, respect for teachers increased, "when classrooms became sites of struggle and the respectability of teaching became entwined with the politics of resistance" (Hammett, 2008:343). Although teachers were threatened with a range of disciplinary action, such as the withholding of promotion, and suspensions, and even banning orders or imprisonment, many of them took a firm stance against Apartheid. However, literature points to a general decline in the standing of teachers and the teaching profession, since 1994. According to Hammett (2008:345), "political and social transformation has contributed to the destruction and the honorability of the profession and disempowered teachers and undermined their status".

Teachers have a strong personal and emotional involvement in their work (Nias, 1989), because their profession essentially entails caring for and about others. Literature on teachers' work has highlighted the significance of core values, such as caring and commitment, signifying that many teachers identify themselves as people through the many roles and responsibilities they have to execute within their professional lives (Nias, 1989; Barber, 2002). A professional teaching qualification does not make one a professional, nor does a particular profession automatically guarantee that the service one provides is a professional one. Rather, teachers make a conscious decision to care, because they perceive and realize the value of what they do. Since pride is regarded as a motivator of a person's behaviour (Tracy & Robins 2007; Williams &

DeSteno 2009), I formed the opinion that when teachers took no sense of pride in their profession, they would also show little or no sense of caring for what happens with and within their profession. This began to be of great concern to me. I sensed a feeling that the teachers in my school did not care much about the reputation of their school, because there was a pervasive lack of inspiration and motivation amongst individuals and teams to achieve more; communication was poor; and instead of building upon each other's strengths, we were delighting ourselves in each other's weaknesses. This was very evident when teachers openly criticised and passed judgements on and made negative comments to each other, as often happened at meetings.

As a leader in the school, I was expected to be aware of the influential role that we played in the happiness and pride of workers. I recognised that we as school management were also partly to blame for the crisis of the lack of pride amongst our teachers. Acknowledgement when people were doing well was not always forthcoming, and support was erratic. This was evident in the frequent squabbles and tension between management and staff. Personal pride refers to how we feel about ourselves. Unfortunately, when this pride is misunderstood, one gets a sense of mediocrity, instead of a feeling of honour and self-respect. If teachers experience personal pride in a positive way, they will be able to develop strong and meaningful relationships with other roleplayers in education. Therefore, a positive relationship between school management and staff is critical in developing pride in a school. Hipp, (1996) highlight the critical role of acknowledgment, support and constructive feedback from school leaders in encouraging a sense of pride and a sense of strong identification with the school. Pride has been identified as an element that improves work climate and teachers' performance and also built a feeling and sense of self-worth and importance in the organisation (Celep, 2000). 'Pride makes us want to be seen and heard, to come closer to others, and to increase interaction with others' (Svensson, Müssener, & Alexanderson, 2006:58). Arnett, Laverie & McLane (2002) support the idea that it is important to develop pride in teachers, because if teachers are satisfied, the school will benefit. I have to admit that I failed in this respect, since I tended to be aware of the

dissatisfaction and concerns teachers might have, but simply ignored situations that might lead to 'unnecessary' confrontations.

Furthermore, according to Arnett *et al.* (2002), when employees feel that their employer organisations are successful, it increases their level of satisfaction, which instills a feeling of pride. This is contradictory to what I experienced at my school; regardless of our many achievements and successes as a school, some staff members still did not experience pride in their workplace. I believe that the personal values and beliefs of people play a key role in the development of pride (Katzenbach, 2003). Feelings of pride could make a person more self-assured, more creative and flexible, as well as more altruistic (Bagozzi, Gopinath & Nyer 1999; Fredrickson 2002). They contend that authentic pride is socially desirable and related to accomplishment, confidence, productivity, and a feeling of self-worth (Tracy & Robins, 2008). Pride is directly associated with self-efficacy and self-esteem, since it is an adaptive emotion that motivates conduct (Williams & DeSteno, 2009). Pride may function as a motivating force in commitment. Chan and Mak (2014) emphasise the valuable influence of pride and aspects related to commitment. When teachers take pride in their work, it stimulates them to be committed in order to obtain similar achievements in future (Jepson & Forrest, 2006). Teachers who take pride in themselves and their work, will experience more satisfaction, will not feel the need to leave their profession will invest more in their work and, as a result, be more committed. In my school, certain teachers demonstrated pride, based on the fact that they were prepared to work outside tuition time, give support, when needed, and go the extra mile, without any expectation of reward.

Lack of passion and commitment

Passion is not a luxury, a nicety, or something possessed by just a lucky few teachers it underpins all good teaching (Day, 2004:11). Passion is the cornerstone of teacher commitment and inspiration. Passion is a motivator that creates an effective learning environment and affects teacher performance positively. I believe from my own

experience that passion and enthusiasm excite people and drive them to action. I have observed that when I am passionate about my work, I tend to be more fulfilled, committed and engaged. Passion generates creativity. Passionate teachers think and act creatively and in an innovated manner. Vallerand and Houliort (2003) define passion as a strong inclination or desire toward an activity (e.g. one's job) that one likes (or even loves) and finds important and in which one invests time and energy. I once read a very interesting article by Dr. Carmen Bolanos (also known as Dr. Coach), quoting from papyrus scrolls discovered in Nag Hammadi in the 1890's, apparently been written by very early Christians; these are not included in the Bible as we have it today:

“If you bring forth what is within you, what you bring forth will save you. If you do not bring forth what is within you, what you do not bring forth will destroy you.” – the Gospel according to Thomas

Accomplishing this will result in increased energy, happiness, enthusiasm, and a sense of purpose and fulfillment. Teaching necessitates passion, dedication, and commitment. Stephenson (2001) has found that one of the characteristics of extraordinary teachers is that they have passion for their field. Passionate teachers are fully committed and dedicated to their profession, their learners and their schools; good educational achievements fully. Hence, my wish for my colleagues at school was that they should be strong, enthusiastic, passionate and professional workers.

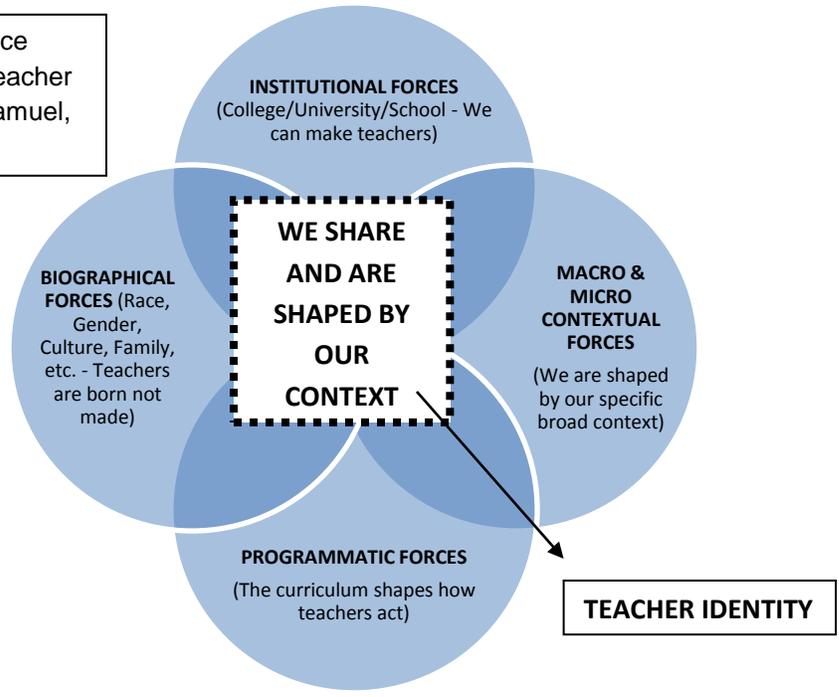
Little desire and opportunity for deeper purpose (sense of identity)

The realisation began to dawn on me that teachers no longer held themselves accountable to a sense of purpose, asking: *“What do we stand for? What will we not stand for? Why do we behave as we do? Why do we go to work each day? Why do we have school? What pattern of thought and ethics shapes our teaching strategies, administrative decisions, and management practices?”* (Conrath,1987:129). In my opinion, a teacher's duty should be a thrilling and meaningful cause, rather than a routine and tedious job. Every day should be seen as an opportunity to express some

deep feeling about wanting to contribute meaning. In now former Deputy President Kgalema Motlanthe's keynote address at the National Department of Education's ninth edition of the National Teaching Awards (NTA), he stated that educators were not only important sources of knowledge and values, but community and social leaders and agents of change, rendering them key elements of a broader force (*The Teacher*, 2008). School leadership should be influencing teachers to realise that they are part of something that goes far beyond the drudgery of their daily duties. Individuals should be persuaded to surrender their own narrow self-interest for the greater good so that 'the whole adds up to more than the sum of its parts'.

Scholars and the literature have alluded to the importance of teacher identity and why it is of such great concern for the school environment. Jansen (2001:242) sees it as the way in which teachers understand their capacity to handle emotional demands and trauma in school. Welmond (2002) view it as something that is dynamic. Since it is socially constructed (Bardill, 2014), it provides teachers with a sense of belonging (Sen, 2007) and insight to respond to any change (Barrett, 2008). In this manner, according to Adendorff, Mason, Maropeng, Faragher, and Kunene (2002) the beliefs and values of teachers are shaped by their identities. Teachers' lifestyle, according to Goodson (2003), both in and out of school, have an impact on their identities, views of teaching, and practice.

FIGURE 1.1: Force Field Model of Teacher Development (Samuel, 2008) Adapted



Where are we drawing meanings from to construct ourselves as professional teachers? What forces are continually pushing and pulling our roles as teachers? (Samuel, 2008). Day, Kington, Stobart and Sammons (2006) argue that identity is a key factor that influences teachers' sense of purpose, motivation, commitment and job satisfaction. Figure 1.1 shows Samuel's (2008:8) Force Field Model, which indicates the existence of contextual forces in the "macro-social, political and cultural environment" in which teachers find themselves. These forces influence what choices teachers make at school, and why they make the choices they do. He further argues that teacher professional growth can flourish when one is able to understand the impact of the forces that influence teacher identity. There is a correlation between Samuel's (2008) model and my context. In this study, my concern was that teachers might not be aware of these external forces or did not understand how to negotiate the different forces within the setting of the school. Hence, they found it difficult to make sense and meaning of themselves and their professional work. This I identified as one of my interventions (see Chapter six).

Poor professional relationships amongst teachers

Day and Leiter (2014) emphasises that meaning is all we need and that relationships are all we have to create a positive workplace. I grew greatly concerned about the history of poor relationships among our school's teaching staff, and the evident lack of trust between staff and senior management. These bad relationships were evidenced by various actions and behaviours, such as that some teachers did not greet each other; insults and bad-mouthing; and regular conflict. This all posed a threat to crucial aspects such as teacher development, good communication, cooperation and teamwork, a pleasant working atmosphere, learner performance and our status as professionals within the community. Although Zaleznik (1989:60) is of the opinion that social organisations are putting too much emphasis on keeping relationships smooth, avoiding conflict, and 'greasing the wheels of human interaction', dysfunctional staff relationships have been identified as one of the reasons why school improvement efforts fail (Harris, 2002; Roberts, 2005; Sammons, 2007).

Blank, Melaville and Shah (2003:10) argue that community schools "enjoy stronger parent-teacher relationships, increased teacher satisfaction, a more positive school environment and greater community support". I cannot agree fully, based on what I personally experienced at my school, which is regarded as a community school. I agree with Barth (2006:8) that interpersonal relationships amongst the educators at any given school define all the relationships within that school. At my school, I experienced a decline in parent-teacher relationships; a decrease in teacher satisfaction; and a nearly unbearable school environment, embroiled in conflict and turmoil. Like Colnerud (2006), I am of the opinion that the professional relationships between teachers are ethical relationships, based on care and respect for the other person. Schools that demonstrate high levels of trust and sound relationships between staff and parents generally experience higher student achievement than schools that do not demonstrate such quality of trust and positive relationships. I had no doubt in the competency of my colleagues within the classroom, but our learners needed more than just good teachers and resources to meet the challenges of tomorrow (Bryk, & Schneider, 2003).

Lack of teacher and learner leadership

Teacher leadership refers to behaviour that facilitates and promotes principled educational action towards the improvement of the entire school (Harris & Muijs, 2002). According to literature, the autocratic leadership style practised by many school leaders is one of the main barriers to the development of leadership qualities among teachers, as it prevents and dissuades from attaining autonomy and assuming leadership roles within the school (Harris & Muijs, 2002). There was little evidence of activities within my school organised by existing school leaders that supported collaboration, participative decision-making and the empowering of teachers. As the Acting Deputy Principal of my school, I caught myself many times forcing my opinions on my colleagues. I decided how the work should be done, and by whom, and my subordinates merely carried out the duties assigned to them. Although it seemed as if there was consultation and I allowed inputs, the specifics of every activity had already been determined by myself.

Teachers' educational and career experience, their creative autonomy and influential ability in the classroom earmark them as highly influential in the education arena. This argues that the definition of leaders should include not just those who serve principals, deputy principals or heads of department in primary or secondary schools. According to Grant (2006:514), the definition of teacher leadership proposed by two American authors, Katzenmeyer and Moller (2001), provides a useful premise to a South African exploration of the concept. They write, "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 and Moller (2001:17). They suggest that teacher leadership is required to transform schools into quality and professional learning communities. Grant (2006:511) further suggests that without teacher leadership, the evolution of South African schools into professional learning communities will remain an unattained ideal. I agree with Spears (1998) that teachers are the key factor in educational quality and have an inherent value that stretches far beyond their actual contribution as workers. Hence, teachers'

professional attitudes, energy, motivation and teaching skills are critical in creating quality learning (Leu, 2005).

In this chapter, I outlined how school improvement, particularly for children living in socially and economically disadvantaged circumstances, is linked to wider social, economical and political issues (Masitsa, 2005). Poor physical and social facilities, organisational challenges, poor and unaccountable leadership, administrative dysfunction, inadequate communication and disciplinary and grievance procedures, as well as demotivated teachers and learners prevailed in many township schools, including mine, and had a serious and pervasive negative impact on both teaching and learning (Fleisch & Christie, 2004; Masitsa, 2005). These concerns gave rise to my main research question, ***“How can I contribute to transformation in my school through my leadership practices”?*** The exploration of this question would also assist me in understanding my practice better as I embarked on this investigation into the quality of my leadership and how I could improve it to influence improvement in my concerns stated above.

The next section deals with the reasons for my concerns. It further explains how my core values gave me insight into what I was doing and also which values influenced my intervention.

CHAPTER TWO

EXAMINING MY UNDERSTANDING OF MY PRACTICE AS I CLARIFY MY ONTOLOGICAL VALUES

Introduction

Having set out my concerns and research question in Chapter One, this chapter addressed the next question: *Why was I concerned?*. This chapter outlines how I gradually began to gain insight into my work practices and why I grew concerned about my leadership. In this chapter, I will focus on a theoretical explanation of my educational concern, which is grounded in the ontological and epistemological theories that I introduced in the background to my research and the significant underpinning concepts on which my research question was based, “***How can I contribute to transformation in my school through my leadership practices?”***”

I will also describe in this chapter how I gained greater clarification regarding my ontological values as I entered my research process (Whitehead, 2005) and reflected on whether my practice was the living manifestation of my values. I will explain how the clarification of my ontological values in the research process enabled me to gain greater understanding into not only *why* I was concerned, but also *how* my values informed my subsequent intervention to improve my practice. Since there is a strong relationship between social purpose and ontological assumptions (Whitehead & McNiff, 2006), in this chapter, I will set out my educational and social values and how I experienced the systematic denial of these values in my practice, first as an educator, and subsequently as Deputy Principal and educational leader at my school. These ideas about the contradictions between societal values and my own educational values were new to me and, in making them explicit, I came to recognise that my professional values were rooted in my conceptions of accountability, discipline and efficiency. Although these values may sound authoritarian, they are not bad values in themselves, and I still

include them to show the reader how I shifted from these previously held values to be more in line with the transformational leadership values of caring and trust, as indicated in Chapter One.

Contextualising my study

The broader context in which any action research study takes place, is significant in order to understand the specificity of the prevailing political, cultural, social and educational climates (Walker, 1995). In this section, I will attempt to describe how my educational setting and I were influenced by these contexts. Historical continuity (Heikkinen, Huttunen & Syrjälä, 2007) wields a major influence on current contexts. My story is a narrative of my personal journey that locates my educational values within my personal life biography. As stated by Bullough and Pinnegar (2001:15): “When biography and history are joined, when the issue confronted by the self is shown to have relationship to and bearing on the context and ethos of a time, then self-study moves to research”. Therefore, before I could make any attempt to change the way in which I thought and acted as a school leader, I first had to understand the historical epistemologies (Foucault, Davidson & Burchell, 2006) that shaped my learning and development as an educationalist. Only then could I begin to imagine the conditions of possibility (Kant, Guyer, & Wood, 1998) underlying my knowledge and practice.

Cultural and social context of my school

Uitenhage is a residential and industrial area situated about 20 km outside of Port Elizabeth in the Eastern Cape. It has two underdeveloped and poverty stricken townships, KwaNobuhle to the South, and Kwa-Langa to the North. Kwa-Langa, in which my school is situated, is the older township, established in 1955. The Group Areas Act (No. 41 of 1950) was promulgated on 27 April (celebrated as Freedom Day in the new South Africa) 1950 to divide South African towns and areas into different residential areas, strictly according to race (Moloto, 2001).



This picture was taken by a former learner (Mvuleni Mbambani) which shows the vibrancy and beauty of Langa Township scenery that has been impacted by the existence of informal settlement together with stray animals.

PICTURE 2.1: View of a section of the Kwa-Langa Township, in which my school is situated.

In South Africa, the term township (or location) usually refers to the (often underdeveloped) residential areas on the peripheries of cities and towns (Adebayo & Musvoto, 2010). In the previous pre-democratic dispensation, townships were reserved for non-whites (Black Africans, Coloureds and Indians), while low-cost housing developments for Black labourers allowed them to live closer to their places of employment (Mampane & Bouwer, 2011). Today, township life is mostly associated with high rates of unemployment, HIV and AIDS, poverty, crime and violence (Harber & Muthukrishna, 2000; Bush & Heystek, 2003; Onwu & Stoffels, 2005; Tihanyi & Du Toit, 2005; Prinsloo, 2007; Hammett, 2008).

It was only in 1967 that Uitenhage was affected by the Group Areas Act of 1950. The residents of Kwa-Langa had increased drastically in number, causing them to move closer to the White residential side. KwaNobuhle, a newly formed area, came about as a result of the forced removal of the Black residents to KwaNobuhle from 1968 throughout the 1970's (Terblanche, 2004). These two townships developed vibrant branches of the African National Congress (ANC), which participated in all major struggle anti-government campaigns in the 1950's (Terblanche, 2004). Actively

participating in the Defiance Campaign of 1952, the Freedom Charter Campaign of 1955, and the campaign against Bantu Education in 1956, Uitenhage was one of the best mobilised centres in the Eastern Cape (Terblanche, 2004). I find it in fact very strange and disturbing that the ANC, who is in government today (2014), seems to have forgotten a community who played a pivotal role in shaping a new South Africa. Manifestations of underdevelopment, such as informal housing, large households, high unemployment, poverty, crime and inadequate service delivery, facilities, recreational facilities and sport fields still prevail in Kwa-Langa. It is comforting to note that, despite these challenges, many South African townships are known for their vibrancy in diverse areas, such as the creative industries (arts and culture), mass transport (taxi industry), trade promotion (community markets) and cultural heritage promotion (emerging tourism). However, apart from the numerous low-cost houses built and the rebuilding of the “Plough Back”¹ High School, not many other developments have occurred in Kwa-Langa.

The lack of community development experienced by the people of Kwa-Langa hampers what is referred to as a participatory process that can empower socially excluded individuals and communities (Meade, 2012), to attain a better quality of life. Community development is a process in which community members and government authorities work in collaboration to improve the economic, social and cultural life of communities (United Nations Report, 1963:4, as cited in Hart, 2012:56; Thwala, 2004:19). Community development is founded on the principles of equality and social inclusion. With the correct leadership, something that the Kwa-Langa community lacks, communities can be assisted and empowered to take initiative in acquiring a better life for themselves (Hart, 2009). Scharmer (2009:4) refers to the presence of such leadership as the “capacity of a community to co-sense and co-create its emerging future”.

¹ Plough Back is a pseudonym for the school in question.

When asking one of my ex-learners, who grew up in Kwa-Langa, on his views with regard to developments within his community, his response was:

“Well, my community is a community outclassed by time ... we are community that thinks of houses, when 80% of the location has permanent structures ... I now need a community that sees the importance of youth participation in programmes, a youth that is well skilled in all spheres of life, visible policing, visible health and social services that can help disturb the negative attractions that lure the youth. A sport conscious community that produces leaders in sport, but how best possible is that when you don’t have a tournament sponsored by the local office or arranged through that office of governance for the benefit of the youth...? We need support in the current education system, we cannot groan all the time, but help in involving the government agencies to help skill our mothers and fathers, so at least lessen the number of drop-outs due to socio-economic factors ... challenge illiteracy through adult learning, popular learning. That way, even if a parent is unable to get a job, one is able to at least develop the child or start an organization to help others and create jobs for others. Arts and embracement of culture and religion is a field worth exploring, as I believe that these are best at conscientising people and involving them more in education and community development programmes ... Have more drama, poetry, music debates and sports forums that meet on a continuous basis. And, for a change, to lessen political intervention, as this is all reason to the growing retardness created by the dependence syndrome. Well, I’m of the view that for us to build this community, we should focus on development and such in many forms, from sports down to arts, and finding a better or common articulation method to integrate all these towards one goal. As a person, I feel awareness is no longer there or suppressed intentionally for people not to be conscious about what is happening around them. I believe if the elderly can be educationally empowered, this will spread to the kids, and a healthy support may be created between parent and child, and this may lessen the victimisation of the youth by alien (street) parents, who influence them negatively. Fear from the authorities suppresses our ideologies of development and really without the support of community leaders we may seem as obsessed fools trying to shape an amoeba ... totally mission impossible.” LH, 20 April 2011.

From the above extract, it is clear that there are still many problems in our community; not much has changed since the dawn of democracy in South Africa in 1994. National governments and international organisations have voiced concern about the connection established between declining sport participation and emerging social issues, such as crime, drug abuse, and the escalation of community problems (Crabbe, 2000; Burnett, 2001; Nichols, 2004; Bloom, Grant, & Watt, 2005; Lawson, 2005; Bean 2014). Challenges mentioned above, such as the lack of youth participation and input, lack of adequate services and lack of skills, poor educational services, unemployment, and poor community development programmes, give the impression that Apartheid still continues, just in another name. However, literature on community development and capacity building (Huxham & Vangen, 2000; Kirk & Shutte, 2004; Mowbray, 2005) has identified leadership as a catalyst from within the community, creating interest, energy and commitment to action (Frank & Smith, 1999). A catalyst for community development is generally an individual or group who believes that change is possible and is willing to take the initial steps to create interest and support. Such an individual or group must believe in the power and ability of people to establish and develop healthy communities and be well connected and respected. This catalyst is needed to identify appropriate community partners and to initiate action in the community. Vangen and Huxham (2003) proposed that four related activities define successful leadership in a community namely: embracing, empowering, involving, and mobilising. Simpson, Miller and St. Amant (2010) are of the opinion that community leadership is vital to create a vibrant and sustainable community. A vibrant, healthy community is not a random phenomenon, but the result of committed people who sacrifice personal time and energy for the gain of others. According to Chaskin (2001), strong leadership contributes to building community capacity and is evident when someone is effectively encouraging and inspiring people to join into achieving a common goal.

Educational policy in South Africa advocates the notion that school principals and school management teams (SMTs) should provide leadership and management, both in and outside the school, in the broader community (South African Schools Act 1996, National Policy for HIV and AIDS for Learners and Educators in Public Schools, 1999,

and as proposed in Section 21 of the Functions and Responsibilities of the Principal, in the Education Laws Amendment Bill, 2007). The promotion and establishment of schools as ‘centres of community life’ is one of the nine priority areas outlined in the Implementation Plan for Tirisano (2000 — 2004). This is a plan for the transformation of education, was developed by a former South African Minister of Education, Kadar Asmal (DoE, 2000:7-8). The Tirisano Plan notes that schools should think beyond their immediate and obvious functions and explore the role that they are ideally suited to fulfill in terms of identifying and supporting vulnerable learners. Schools are ideally equipped to serve as nodes of care and support for children. The National Qualifications Framework Act 67 of 2008 (Policy on Minimum Requirements for Teacher Education Qualifications), which replaced the Norms and Standards for Educators in Schooling (2000), lists the envisaged roles of educators and their associated set of applied competences (norms) and qualifications (standards) for the development of educators, including “community, citizenship and pastoral roles” (DoE, 2000:10). In terms of their envisaged pastoral role, educators must act beyond the limits of the classroom and school grounds, broadening their reach and influence in the community. Educators are required to “respond to current social and educational problems, with particular emphasis on issues violence, drug abuse, poverty, ... HIV and AIDS ... accessing and working in partnership with professional services to deal with these issues’ (Ibid) to ‘demonstrate caring, professional and committed behaviour’ and to ‘know about available support service and how they must be utilised’” (DoE, 2000:10). Hence, education is fundamentally mandated to improve the human condition; resolve social and economic challenges, resolve inequities, promote societal power, and promote individual development. Social issues are also educational issues; for example, poor education often result in crime, poverty, drug use and sexual risk taking. Therefore, school leaders cannot work in isolation from the community. It is therefore impossible to provide effective leadership without a clear understanding of the purpose of education and its role in the community.

Politico-historical context of schooling in South Africa

In understanding the current dilemma of education in South Africa, one needs to have a clear understanding of the history of the South African educational system. Past events have a strong influence on present realities, challenges and possibilities in a country's educational and political sphere (Steyn, 2000). In the past, the political and administrative leadership of the time viewed public servants merely as rule-bound and compliant robots (Public Service Commission, 2006). Even within my own school, the key challenge was to develop leadership and managerial capacity that could catalyse, sustain and manage change; however, negative stereotypes of the old bureaucracy inherited from the past made this mindshift difficult to accomplish.

Apartheid prevailed in South Africa for more than 40 years. The transformation of the educational system of South Africa was identified as a key priority following the democratic elections of 1994, the objective being to disassemble the system of preferences and inequalities that created social and intellectual divides between racial groups (Krause & Powell, 2002; Grant, 2006). According to Soudien (2007), South Africa's educational system during the Apartheid regime was characterised by the separation of the races and White supremacy, a situation that had persisted for almost 350 years since colonial times. Education was used as a tool of domination to propagate first colonial and then Apartheid ideology (Abdi, 2003). Apartheid was specifically designed and implemented to ensure the subordination and exploitation of Black South Africans (Gerwel, 1994). Because of the huge disparity in financial provisioning, on a racial basis, Black schools universally possessed inferior facilities and equipment, and school buildings and textbooks. In addition, Black teachers received inferior training at racially segregated colleges. The system intentionally marginalised the majority to benefit only the White élite.

The Bantu Education Act (Act No. 47 of 1953) was introduced by the South African Apartheid government with the intention to sustain underdevelopment in the lives of Blacks and to entrench the perceived superiority of Whites. The term

'underdevelopment' means to develop a group, but only to the very limited extent that suits the purposes of the 'developer' nation (Alidou & Mazrui, 1999). This meant that although Blacks had access to education, the educational system was rigidly prescribed in terms of where and what they could learn. The intention was to limit their future career options and control their exposure to liberal thinking. The objective was to water down the quality and contents of education in order to amplify the gaps in educational opportunities between different racial groups (Byrnes, 1996). The system dictated the use of the language of Afrikaans as a medium of teaching and learning, and foregrounded Afrikaner history, culture and religion. Mathematics and mathematics-related fields of interest received little emphasis in this so-called Bantu education (Suzman, 1993). The curriculum was designed to prepare Black children for basic employment (labour level work) only. The following quotes bear testimony to the reigning political viewpoints of the time with regard to Black education (Lapping, 1987):

JN le Roux, National Party politician, 1945: *"We should not give the Natives any academic education. If we do, who is going to do the manual labour in the community?"*

Dr. Hendrik French Verwoerd, South African Minister for Native Affairs (1958 to 1966), stated the following about his government's education policies:

"There is no place for (the Bantu) in the European community above the level of certain forms of labour ... What is the use of teaching the Bantu child mathematics, when it cannot use it in practice? That is quite absurd. Education must train people in accordance with their opportunities in life, according to the sphere in which they live".

Note the use of the pronoun 'it' in reference to a Black child – this highlights the dehumanising treatment that Black children received at the hands of Apartheid. In a complete disregard for their indigenous languages and cultures, Blacks were taught in Afrikaans and English only, the rationale being that they had to learn these languages to be able to understand their future employers (who would not be Black). The words of the South African Deputy Minister of Bantu Education, Punt Janson (1974) confirm this arrogant view (Ndlovu, 2006: 331-332):

“[B]etween 60% and 65% of the White population are Afrikaans-speaking. However, we agreed to give full recognition to the two official languages. A black man may be trained to work on a farm or in a factory. He may work for an employer who is either English-speaking or Afrikaans-speaking and the man who has to give him instructions may be either English-speaking or Afrikaans-speaking. Why should we now start quarrelling about the medium of instruction among the black people as well? I have not consulted the African people on the language issue and I’m not going to. An African might find that ‘the big boss’ only spoke Afrikaans or only spoke English. It would be to his advantage to know both languages”.

Thankfully, in recent years, South Africa has been instituting key policy changes affecting the structure and practices of education. Post 1994, new educational policies were created, some dismantling Apartheid practices and others introducing new systems. The new policies are based on values and goals that reflect the Constitution (Bill of Rights) and include: Equal quality for all educators (Employment Equity Act 55/1998); a new Outcomes-based Curriculum (National Education Policy Act 27/1996); new arrangements in respect of school finances and governance (South African Schools Act 84/1996); and new labour relations regulating teachers’ work and performance (Labour Relations Act 66/1995; Employment of Educators Act 76/1998). These policies are well intended, but not always implemented in ways that ensure that the intended goals will be met, due to various organisational factors, such as diverse learner populations, and diverse and particular shared and institutional histories that influence policies in practice (Naidoo, 2005). The situation prevailing at my school confirmed that these policies had not really brought change at ground level.

My school was the first Black High School to be established in Uitenhage. In 1951, the Black Ministers’ Fraternal of Uitenhage, under the leadership of Reverend T. Limekhaya of the Anglican Church, approached Reverend Allan Hendrickse (South African politician, Congregationalist minister and teacher) with a request that the high school pupils who belonged to their congregations be catered for. Reverend Hendrickse studied at Fort Hare University in the Eastern Cape, a breeding ground of radical black intellectualism, which nurtured leaders like Nelson Mandela, Walter Sisulu and Robert Mugabe. He completed a BA Degree and a diploma in theology and became a teacher and part-time preacher. He was approached in his capacity as a community leader and because he was seen as a person who occupied some position of authority. The

resultant school was established in 1952, known as the Kabah High School. Two groups were involved in its establishment: one was a community-based committee, which desired to establish such a school for the community, and the other was a missionary group, since the education of Blacks at the time was partly controlled by missionaries. The school was first accommodated in church buildings. At that time, the school was still a private entity. Subsequently, in 1953, the school was officially recognised by the former Cape Department of Education. During this year, the Bantu Education Act 47/1953 was passed, which compelled all schools for Africans (including mine) to register with the government. As a result, nearly all the mission schools closed down. This was a strategic move on the part of government to gain control over and full access to Black education, with the intention to manipulate it accordingly.

In 1954, a proper school building was constructed, financed by the Cape Education Department. The school was later renamed the “Plough Back” Secondary School, in honour of the late Reverend T. Limekhaya, a prominent community leader. Since it was situated in the Kwa-Langa Township (which was an ANC stronghold during the Apartheid era (Huchzermeyer, 2002) in the town of Uitenhage), the school was attended by Black learners exclusively. In 1976, the Soweto student uprisings rapidly spread among Black youth throughout the country, mainly fuelled by resistance against the enforced use of the Afrikaans language as a medium of instruction and demands for an improved education system. The Apartheid Police would release dogs amongst the learners to disperse gatherings. The learners showed their anger by burning down many government buildings, including community halls, shops, funeral parlours, vehicles and even their own schools. This fate also befell the “Plough Back” School as its learners participated in the uprisings. From July 1977, the school was temporarily housed in various other school buildings, most of them also damaged during the riots. Vusumzi Nakani, a student leader at the “Plough Back” High School, was arrested in September 1977, charged with public violence, and sentenced to five years in prison (Cherry & Gibbs, 2006). The School therefore has a strong heritage of activism and fighting for democratic rights, in spite of its problems. One of the leaders, Ndyebo Mali of the South African Students’ Organisation (SASO) in 1968, began to spread the

concept of Black Consciousness while teaching history at the “Plough Back” High School in 1976. Mali was dismissed from “Plough Back” in 1977, and was subsequently arrested (Terblanche, 2004).

The sad reality is that many learners as well as teachers at the School were not familiar with this rich and poignant history. I was also not aware of it, until my research in the course of this study led me to it. From deep and lengthy conversations with local people from the area, I learnt that the school and its surrounding community had a rich and eventful past, whereas scanty literature existed and little had been documented on the School’s history. In the picture below I stand on the remains of the foundations where the very first “Plough Back” School was built in 1954 (the building was burned down in 1977). Only recently, after twelve years of being a teacher at “Plough Back”, did I learn the location of this piece of land (situated at the back premises of my school), which represents such a proud history and legacy. My enquiries into the history of my school among various people from and around the community, including my principal, alerted me to this historic piece of land. On the day I had the photograph taken, I had mixed feelings: I felt proud of our school’s rich history of activism and strong leadership, but also embarrassed because of my past ignorance. The emancipation of the broad masses of South African people was possible because of the resolve and bravery of township residents and high school learners, such as those in Uitenhage and the “Plough Back” High School, who stood up for what they believed was a ‘sin against humanity’ (International Labour Conference, 1991:19/28). Our community leaders were thrown into jail and sacrificed their freedom, many enduring physical pain during continuous torturing, whilst others gave their lives willingly for the sake of liberty and a better life for future generations. Today, I am part of a community that looked up to and respected their leaders and believed in their ability to lead. They followed them, regardless of the vicious consequences they knew they might have to face, because they trusted them. Our history is enmeshed in bloodshed, hatred and violence (Huchzermeyer, 2002), but there is also a lot to cherish and be proud of.

Good leadership is a key ingredient of any endeavour. It requires a sense of selflessness, a characteristic which was not prominent in my own practice. Selflessness often goes against one’s natural sense for self-protection, but if one believes in one’s ability to effect change, one should be prepared to make great sacrifices. Selfless leaders suppress their egos to focus on the mission and those whom they have to lead. They are not afraid to show compassion and concern for and a connection with the people who work with them. In essence, they attract and retain good people, invest in them and help them grow, and love them along the way, even if this means exercising tough love at times.



This picture is of me, standing on the remains of the foundation of the very first “Plough Back” High School, built in 1954 and burned down in June 17, 1977 — a year after the Soweto uprisings. On this very same place, almost 60 years ago; precious lives were shaped and future leaders were groomed during a very turbulent time in our history. This is where teachers made a lasting impact on the lives of their learners. This place is a visual reminder of the past. It has given me an understanding of where we came from, where we were, and where we are heading. It has made me feel more connected to our school, and provides assurance that there is hope for the future. What an amazing, thrilling, hair-raising, fascinating experience. After sharing this information with some of my ex-learners one responded with the words: “How symbolic...!” Another one replied: “Wow ... amazing”!

PICTURE 2.2: Foundations and location of “Plough Back” High School pre 1977

In 1984, school boycotts started in the Karoo town of Cradock, rapidly spreading to Uitenhage. Factors that contributed to the unrest included increases in the prices of foodstuffs and bus fares, and the arrest of community leaders. However, the main contributing factor in the uprising amongst Black learners was the hated Bantu education system (Wieder, 2001). The Kwa-Langa community, in which the “Plough

Back” High School was originally situated, was struggling with the education of its children, because there was no high school to cater for their educational needs, the “Plough Back” School having been relocated. Community members had to send their children to schools far from home, paying excessive amounts for transport, boarding and lodging.

The infamous Langa Massacre took place in Maduna Road, where my school is situated, on the morning of 21 March 1985. A crowd of Langa residents, making their way to a funeral in KwaNobuhle, were fired on by the Apartheid police, leaving 20 dead and many more wounded and crippled. The youngest one amongst the crowd gunned down was an eleven-year old girl, Fundiswa Wambi. Following the shooting, a wave of rage and anger swept through the township, resulting in the burning down of policemen’s homes (Terblanche, 2004).



This Memorial was erected in honour and memory of the residents of Uitenhage who sacrificed their lives in pursuit of a free and democratic South Africa on that fateful day. “The years from 1984 to 1989 saw the townships of Uitenhage torn apart by violent conflict, which was an integral part of the struggle for national liberation which shook South Africa to its foundations in these years, and led ultimately to a negotiated settlement and attainment of democracy” (Terblanche, 2004:153).

PICTURE 2.3: Langa Massacre Memorial

This monument commemorates people and community leaders who lost their lives, in pursuance of their quest for justice for all. Amongst the people who died on that day, were former learners of the “Plough Back” High School. Therefore, this structure holds significant importance for the school, as a visual commemoration of our legacy and rich heritage. This heritage is precious and needs to be preserved, because it serves as a

link between the generations. This monument is also a reminder to us to continue to pursue the noble values of freedom and justice.

Between 1989 and 1994, South African Black youth were generally regarded as a threat to civilised institutions and values. “Broken homes, boycotted schools, violent streets and a depressed economy were deemed to have bred a lost generation of marginalised youth, living outside social structures and devoid of the values deemed essential for ‘civilised’ society” (Seekings, 1996:103). This supposed 'youth problem' could generally be traced to the turmoil that characterised South African townships and rural areas in the mid-1980s. In their struggle for political change, the young Black so-called 'foot soldiers' (Seekings, 1996:104) rendered townships ungovernable through enforced consumer boycotts and stay-aways. Many anti-Apartheid activists — including the late Nelson Mandela (shortly after his release from incarceration in February 1990) — urged the youth to exercise restraint and discipline, go back to school, and concentrate on their studies and improve on the work of the past (Macleod, 1991, as cited in Seekings, 1996:106). They contended that education was the only way in which the militancy of unorganised youth (Seekings, 1996) could be channelled into disciplined and responsible action. The learners of the “Plough Back” High School responded well to the ‘Back to School’ campaign launched in 1994, and the school was finally rebuilt in 1997 on its original site by the present government. However, in spite of its rich history and the key role my school played in the struggle, today scant awareness and pride is evident in the community. Although Apartheid injustices have been scrapped in theory by policy, nothing much has really changed. The generally poor quality of public education in South Africa is still hampering the development of skills and capabilities. As a result, South African youth is still prevented from realising their potential. In the long term, this translates into fewer life opportunities, lower income levels, and a constrained capacity for self-determination. Individuals at schools in less privileged communities are generally exposed to fewer resources and facilities and less effective teaching. They are more likely to be subject to social ills, such as violence or abuse inside the school, repeat classes, fail, or drop out from education, and are consequently far less likely to enroll for tertiary education or training (Brown, 2006). This slows

development, making the eradication of poverty more challenging, and probably a more distant reality. According to Huxham and Vangen (2000), strong leadership in the community is an important element of the community development approach.

Throughout our history as a country, young people have acted as instigators and advocates of transformation and have participated keenly in the establishment of a socially inclusive and economically empowering society. During the Apartheid era, young people recognised that they had a vital role to play in the transformation of the way in which the country was run. They interrupted their own education and stood up and joined the struggle for a better quality of life that would ensure equal opportunity for all. Today, learners and teachers face different challenges: gangsterism, drug abuse, teenage pregnancies, drinking and smoking in schools.

On reflection, I realised that as a manager of my School, I had neglected to encourage responsible activities. I no longer held myself accountable to the moral demands of the teaching profession. I perceived that we were not doing enough as educational leaders within our communities to counteract morally reprehensive behaviour and to promote the development of positive morals and values in our learners (Klaassen & Maslovaty, 2010). I re-embraced the notion that public schools could play an important active role in community development to transform the social landscape of their communities and address neighbourhood needs.

South Africa's National Youth Policy (NYP) of 2009/14 (which constitutes a review of the National Youth Policy of 2000 and the National Youth Development Policy Framework (NYDPF) 2002/07) highlights that youth development will determine South Africa's future. In terms of this policy document, youth development should be seen as a key mandate in addressing the challenges presented by the development of South Africa. In order to move our communities beyond the negative stereotype that they are unruly, uneducated, unemployed and violent – we have to focus on the contribution that our young people are, and could be, making. Young people need exposure to situations that require them to take leadership, in order to develop the skills that equip them to become successful group and community leaders. "Leadership development is not about filling a

gap but about igniting a field of inspired connection and action..." (Scharmer, 2009:5). I realised that that was what I, and my colleagues, should be contributing to as leaders of the youth.

Educational contexts

In April 1994, South Africa's first democratically elected and non-racial government inherited the legacy of a discriminatory fragmented education systems imposed on the different race groups in South Africa. Despite the political victory of achieving democratic majority rule in the country, problems such as curriculum related reforms, inadequate school management, leadership and infrastructure, and underqualified and demotivated teachers, resulted in low literacy levels and low matriculation pass and exemption rates (Masitsa, 2005). Matriculation (or matric) is a term commonly used in South Africa to refer to the final secondary school year and the qualification received on graduating from high school; it also refers to the minimum university entrance requirements. Matriculation exemption is the minimum requirement for admission to Bachelor's Degree studies at South African universities. Today, most of South Africa's over 32 000 schools, including my own, still have no libraries or laboratories. School buildings are often ramshackle, dilapidated structures that are unsafe for educational purposes. There are still an undersupply of desks and chairs to accommodate all learners, and still not enough textbooks. In my school, learners have to share desks and chairs at times, due to the overcrowded classrooms. Problems with the issuing of textbooks and the shortage of furniture frustrate teachers and posed serious challenges to effective teaching and learning inside the classroom.

The historical baggage was, however, not limited to the curriculum and infrastructure only. The self-esteem and psyche of teachers had also been affected by the dehumanising apartheid system. Many Black educators, including some of my own colleagues, grew up in an era where the system forced people to believe that White people were superior to them (April & April, 2007). Today, the ridiculous idea persists that Black educators are less dedicated and less informed and less skilled to teach than

their White counterparts; and that they possess insufficient leadership skills (Bush & Moloji, 2007). This nation has left many Black teachers with a pervasive sense of inferiority.

A clear indication that Black educators and parents do not feel that they are able to render the same standard of education in township schools is that they often send their own children to more distantly located schools, often previously 'White' schools (Singh, Mbokodi & Msila, 2004). According to these authors, such parents base their choice on the perceived poor leadership, inadequate facilities and infrastructure of township schools, the low standard of teaching, and the lack of commitment and professionalism of Black teachers. I found this very disturbing, because it undermined my own integrity as a professional, as well as that of my colleagues. As a result, I found myself grappling with many questions, such as: *Is education really greener on the other side? Is it a myth that Black teachers at township schools are lazy and have no ambition or goals in life beyond the ability to collect their salaries every month end? Why are some schools effective, while others were failing? Why are some school leadership teams effective at creating a culture of teaching and learning, while others are not?* To be fair, the actions of those parents and teachers who chose to send their own children to better resourced schools were based on what they saw, heard and experienced daily in the township schools at which they taught. I could not blame them for wanting the best for their own children. Hence, many Black learners travelled long distances, passing a number of schools within their own community, to receive learning from similar institutions, using the same curriculum, situated in historically White areas.

Ex-Model C schools (former 'Whites only' schools) therefore experienced a massive influx of Black and so-called Coloured learners, whereas the intake at African schools remained low (Lemon, 2004). Certain township schools, even in my own area, were forced to close down or merge with other schools, because of this low intake of learners. The Black children sent to former 'White' schools have encountered their own problems, such as language issues, racial tension and the inability of their parents to cope with school and transport fees (Hofmeyr, 2000). Although township school fees

are low (less than R1000 per year), some even having being declared 'no fee' schools by Government, the fees at Ex-Model C schools are generally very high, to fund school facilities, programmes, the appointment of additional teachers and, by implication, also a better quality of education. Currently, parents sending their children to former Model C schools can expect to pay up to twenty times more than what they would have been asked to pay at a township school (Arendse, 2011:343). Consequently, Ex-Model C schools can appoint additional teachers to complement those appointed by the state, paying for these extra teachers themselves. Appointing extra teachers ensures that the teacher:learner ratio remains at levels conducive to quality teaching and learning (Arendse, 2011:340). Ex-Model C schools are also normally well equipped, with very good facilities and infrastructure. They are generally also able to successfully maintain given resources and well trained teachers, because they started off from a strong base, with an Apartheid education system that generally favoured them (Msila, 2005).

According to the Socio-Economic Rights Report (2001) of the South African Human Rights Commission, in 1986, the then Apartheid government annually spent R2 635 on every White learner, compared to R572 only on every Black learner. Currently, the South African Constitution compels and mandates the government to respect, protect, and uphold and the right to basic education of every child. According to Arendse (2011), all schools are divided into national quintiles, ranging from the poorest schools to the more affluent schools. Schools in quintiles 1 to 3 are schools at which no school fees are required, i.e. learners attending such schools pay no school fees. Schools in quintile one (the poorest schools) receive an annual allocation of R905 per learner from government. In quintile 5 (the least poor schools), an amount of R156 per learner is received. Although policy now favours the least affluent schools, and in theory the inequality is addressed, in practice these schools are so impoverished that they cannot make up for the decades of scant funding, neglect and discrimination. At schools in quintiles 4 and 5, the government pays the salaries of teachers, whilst the parents carry responsibility for the rest of the expenses at these schools. In my opinion, the money allocated to quintile one schools is inadequate, given the poor infrastructure and lack of

social capital in many Black schools. In comparison, Ex-Model C schools are still benefitting from the reserves and financial acumen built up over the years.

Leadership – pre- and post-Apartheid

The above discussion highlights the lingering legacy of the Apartheid philosophy in education, regardless of the democratic status of our country. Hence, schools are in need of leaders who are able to vigorously combat and fight the prevailing Apartheid systems (in some cases) and help them cope with a dynamic and increasingly multifaceted environment (Leithwood & Riehl, 2003). School leaders also have to be sensitive to and respond to the socio-economic conditions the communities that feed their learner intake. Lewin, Lippit and White (1939) identified the three commonly known school leadership styles (authoritarian or autocratic; democratic or participative; and laissez-faire or passive) on which the educational management theories of the Apartheid era were based. Education managers in that era were trained to adopt an authoritarian, non-consultative and non-participatory style (Dlungwane, 2012). Educational leadership focused on the procedural and bureaucratic functions of the school, and the emphasis was on top-down structures. In recent decades, non-hierarchical and increasingly democratic forms of leadership, (such as charismatic, situational, transactional and transformational concepts of leadership) have been emphasised, (Rad, 2003), heralding the end of the old autocratic leadership styles as we knew in the past (Lakowski, 2005).

As a Government Task Team urged almost two decades ago: “Educational leaders can no longer simply wait for instructions or decisions from government. The pace of change, and the need to be adaptable and responsive to local circumstances, requires that managers develop new skills and styles of working. They must be capable of providing leadership for teams and [be] able to interact with communities both inside and outside the system” (Department of Education, 1996:14). The context in which leadership is exercised, has changed, and new perspectives and takes on leadership have been proposed by scholars and practitioners. The radical social and political

changes taking place in South Africa and other parts of the world have encouraged people to approach leadership in new ways. While heroic individual leaders were the norm in the past, the focus of research is now on teams and collectives.

The South African Constitution lays the foundation for an open society, based on democratic values, social justice and equity, basic human rights, equality, non-racism and non-sexism, Ubuntu (human dignity), accountability, the rule of law, respect and reconciliation. These values and principles can be taught, as part of the curriculum and brought to life in the classroom. The leadership style executed by school leaders affects the school climate, including the quality of learning and behaviour within the school (Maicibi, 2003, Al-Swidi, Nawawi & Al-Hosam, 2012).

Today, school leaders need to align themselves with the values of the Constitution of the country, which promote democracy, equality, human dignity, freedom and justice. To bring about transformation in education, school leaders need to adopt a new paradigm of leadership, which is discerning and visionary. A democratic South Africa places much emphasis on transformational leadership, which challenges leaders to recreate schools as learning organisations (Dlungwane, 2012), focusing on outcomes and accountability. This leadership style requires that school leaders make their schools accountable to the community. In terms of this approach, this way of working, real transformation depends upon the nature and quality of internal management and how leaders implement, delegate, consult and involve all stakeholders.

This is not always an easy task. School leaders must respond to and implement a plethora complicated educational policies, often with very little background or training. Research highlights the plight of underprepared school leaders who are required to adapt to the demands that the new policies place on them (Dempster & Logan, 1998; Reeves, Moos & Forrest, 1998). In a bid to address this, the Department of Education (DoE) introduced an Advanced Certificate in Education – School Management and Leadership (ACE-SML) for school leaders and managers, to enhance principals' practice in schools. The programme, piloted from 2007, requires that principals must

not only develop themselves, but also their School Management Teams (DoE, 2007). Although the programme has the potential to empower school leaders to lead and manage schools effectively in this period of great transition, challenge and opportunity, on investigation, I discovered that many principals and other school leaders (including myself) in my area were not even aware of the existence of such a programme. No wonder that a disconcertingly high percentage of South African schools are still dysfunctional; especially those located in historically Black (African) areas (Msila, 2012:50). In February 2011, Mrs Motshekga, the then Minister of Basic Education, dismissed the idea that South African education was in a crisis; stating that only the education of *Black children* was in a crisis. The South African Matric pass rates recoded from 1994 to 2012 (Kallaway, 2006:161; DBE, 1999-2012) are illustrative of the low performance of learners exiting the school system: the percentage of learners in township schools who pass and who pass well is much lower than in Ex-Model C schools.

'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12
58	53,4	53,8	47,1	50,6	48,9	57,8	61,7	68,9	73,2	70,2	68,3	66,5	65,2	62,7	60,6	67,8	70,2	73,9
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

TABLE 2.1: Percentage of learners who passed matriculation 1994 — 2012

The above table confirms a general improvement in matriculation results since 1994. A dramatic improvement in performance, even within township schools, has been evident. Despite these improved matric results, there is a body of evidence that indicates that the education offered by the majority of primary and high Black schools remains poor and that educational standards may have been lowered to boost matriculation pass rates. The University of the Free State Vice-Chancellor, Prof. Jonathan Jansen, has raised a red flag at official acceptance of low matriculation pass standards, enquiring how minimum subject pass rates — only marginally higher than under Apartheid — could possibly be justified (Gernetzky, 8 August 2012). Ruksana Osman, Head of the Wits School of Education, said, "We need to look at the quality of the passes and the nature of the fails. Otherwise we get a distorted picture of education" (John, 06 Jan

2012). The pass rate needs to be viewed with cautious optimism, said University of Johannesburg Education Professor, Shireen Motala: “I question how meaningful this pass rate is when so few learners are getting university exemptions [24.3%]” (John, 06 January 2012).

The Department of Education itself has acknowledged that “there is considerable evidence that quality of education in South African black schools is worryingly low relative to what South Africa spends on schooling” (DoE, 2003:101). The Eastern Cape Province, in which I live and work, has recorded the lowest matriculation pass rates in the country in most years from 1994 to 2002, and in 2008. In 2009 (the latest year for which the South African Institute of Race Relations has figures), the national Matric pass rate at former Model C schools was 94%, compared to the overall South African pass rate of 60,6% in so-called township schools. Former Model C schools still have superior facilities and human and financial resources than the schools serving Black learners during Apartheid. Most former Model C schools also probably perform better thanks to significant parental involvement, proactive governing bodies and active parent-teacher associations. They are also able to charge higher school fees, as they normally serve more affluent communities. These higher fees allow the schools to employ additional teachers (appointed by the governing body, rather than the Department of Basic Education), resulting in smaller classes. The influence of teachers’ unions – especially the South African Democratic Teachers’ Union (SADTU) — is also diluted in former Model C schools. This ensures fewer disruptions, especially during strike actions. Also, Ex-Model C schools’ intake can be manipulated; for example, some schools do not allow learners who they think will fail to sit for examinations (dumbing down of grades).

2005	2006	2007	2008	2009	2010
57	59.3	57.1	50.6	51.1	58.3

TABLE 2.2: Percentage of learners who passed matriculation from 2005-2010 in Eastern Cape

Compared with most other countries and departments, South African education receives a very large slice of the public pie – usually approximately 20% of total state expenditure. Despite the initiatives introduced by and the exertions of the Department of Education, the performance of South African learners remains unrelentingly poor. Yet, in my school, strong leadership managed to improve results. This convinced me of the important role that I, as an educational leader, could play in improving the performance, and therefore the life opportunities, of our learners. The Department has further admitted as follows: “Existing management and leadership training has not been cost effective or efficient in building management and leadership capacity, skills and competencies for the transformation process or in enabling policies to impact significantly on the majority of schools” (Moloi, 2007:470). The best performing schools in the system are the former ‘White’ schools, which generally also possess the most experienced and better trained leaders. Schools of the former African ‘homelands’ (territories set aside for the Black citizens of South Africa) fare the worst (Christie, Butler & Potterson, 2007). According to Hoadley, Christie, Jacklin and Ward (2009), the historical inequalities and uneven quality that characterised South African schools, the micro-politics in the schools themselves, and the socio-economic context, are some of the factors in this ‘mixed success’. Moloi (2007), notes that transformation seems to be promoted nearly exclusively in the former White (Model C) schools only, meaning that the racial transformation of schools takes precedence over the need to transform and improve the quality of education at all schools, and specifically at township schools. Masitsa (2005) argues that the most important issue is the lack of sound teaching and learning, because of the poor teaching and learning culture that exists in Black schools. The culture of teaching and learning is mainly determined by the attitude and commitment of teachers (Bush & Moloi, 2007:41), traditions, management and the leadership strength (Cele, 2005) within a school.

My context as a teacher

During the country’s early transition into democracy (1994–1999), when new systems were being introduced, Apartheid style administration structures were dismantled.

However, the teaching profession was neglected in this process (Jansen, 2004). Activities such as teacher development initiatives, a learner-centered curriculum, a new teacher education policy (National Education Policy Act 27 of 1997) and the South African Council for Educators (SACE) — a statutory body specifically mandated to regulate the teaching profession — were launched, with the purpose to address public concerns about the endangered state of the teaching profession and the poor image of teaching in South African schools. Although South Africa was in a period of policy changes and transformation, historical inequalities continued to exist in a largely under-resourced system. The government introduced a series of initiatives to develop teachers' professional skills, focusing on capacity building, especially in subjects such as mathematics and science, and provided funding for teacher development, to strengthen the capacity and quality of, especially, Black teachers (Jansen, 2004). In 1995, the then Minister of Education, S.M.E. Bengu, stated: "Our message is that education and training must change. It cannot be business as usual in our schools ..."

(Department of Education, 1995:5). As a result, I committed myself, as a teacher who had just started my teaching career, to make a contribution and become an agent of change. On obtaining my teaching qualification in 1994, I could have chosen to work in another context, but I resolved that a township school needed my services more urgently. Soon, I began to see myself as part of the educational force striving towards a complete overhaul of the Apartheid curriculum, with its legacy of discrimination, separateness, dogmatism, authoritarianism, teacher-based pedagogy, and racist and sexist epistemologies (Naicker, 2007). And yet, I was a product of a rigid, positivist approach to teaching and learning myself, having been schooled under the very system that I was determined to change. Teachers and textbooks were seen as the true and only sources of knowledge and information, whilst the learners played no active role in the learning process. Knowledge was seen as fixed (Mason & Delandshere, 2010), innately known (Burns & Law, 2004:9), and learning was predominantly memory based (Bhatta, 1992), with no real emphasis on understanding. Principals tended to practise traditional styles of leadership, which were directive and autocratic. Educational leaders were generally more concerned with exercising despotic authoritarian leadership in order to get the job done, than with the development and growth of their 'subordinates'

(Balunywa, 2000). Goals tended to matter more than people; pass rates more than the process of quality education (Mullins, 2007).

In 1996, a national task team developed a range of strategic proposals for developing education management capacity, including a self-management approach in schools, implicitly supporting the notion of teacher leadership in the democratic new dispensation (Department of Education, 1996). During the period 1999 — 2004, measures were introduced to improve the quality of the teaching profession. In 1999, against “the backdrop of the need to accelerate service delivery and enhance the accountability of the public service” (Chisholm, 2004:1-2), the then Minister of Education, Professor Kader Asmal, issued a clarion call for action, in terms of which nine priorities were identified. These priorities focused on the enhancement of the professional quality of the teaching force and the advancement of learning through Outcomes-based Education (OBE) (DoE, 2000). One of these priorities was the establishment of a policy describing the role of applied competencies and qualifications for the growth and development of educators. In terms of the Norms and Standards for Educators, published in February 2000 (DoE, 2000), educators are seen as professionals able to perform seven roles, including those of leaders, managers and administrators. Thus, the concepts of teacher leadership and distributed leadership (Grant, Gardner, Kajee, Moodley & Somaroo, 2010) became implicit in current South African education policy documents.

In the next section, I explain how the existing situation denied my values and what I perceived I could do to make my leadership more transformational. Even though no-one can claim that a specific leadership style can result in an effective form of organisational behaviour, I agree with Kannan and Sudha (2012) and Shankar, Bhanugopan and Fish (2012) that traditional forms of leadership offer only short-term solutions and end up being inefficient in the long term. My traditional style of leadership tended to be more directive and authoritative. As explained in the first section of this thesis, I used to think of myself as a manager and supervisor, rather than as ‘team leader’ (Suárez-Barraza & Sandoval-Arzaga, 2011:16). This thinking pattern placed me in a position of traditional authority, based solely on respect for my position as Deputy

Principal, which in turn placed me in a position of power. I adopted a bureaucratic leadership style of managing; 'by the book'. I did not encourage or reward the individual initiatives of those I led. I allowed tradition to rule over innovation, because I used to believe that people would perform better if they simply did what they were told to do. My autocratic leadership style was task-oriented (Dubrin, 1998:109); I as the manager was more concerned about getting the task done than with the development and growth of those being led. My leadership style (Oyetunyi, 2006) was therefore not concerned with building relationships of care and trust, but solely in alignment with values of accountability, discipline and efficiency. Everything I did was according to procedure or policy. Gradually, I became more of a police officer than a leader. I became more interested in upholding the policies of the school than the interests of my colleagues or learners. I became proficient at issuing orders or directions about how things ought to be. As a manager, I would tell my colleagues what needed to be done and how it should be done, without allowing or heeding any input from them.

On reflection, I can now see that this created hostility and dependence, sapping any latent and destroyed creative energy and thought. The Head of Departments started to lose interest in their work and adopted a casual and apathetic attitude. In most cases, they only did what was expected of them, and no more. Regular disagreements and lack of acceptance of my authority made it abundantly clear that my leadership style was more provoking than appeasing and did the ethos of the school more harm than good. The matriculation results of the school took a dip from 85% in 2010 to 46% in 2011, regardless of all my efforts and interventions as curriculum head. I had to admit that my top-down style of leadership did not work. I found myself confused and frustrated, because I did not know how to lead and behave in order to achieve the best outcomes.

A critical event forced me to undertake a deep introspection of my leadership style: I was asked to step down as the Acting Deputy Principal, because the teachers were unhappy with my leadership style, resuming my initial position as Head of Department. I felt embarrassed, exposed and humiliated. I felt ashamed of what other people would

think of me. I was forced to reflect on my thoughts, feelings and actions. Although this event came as a great personal disappointment, it served as proof that I was not living out my values and that I had to commit myself to change. I learned from this experience that most appropriateness of leadership styles actually depends on the situation and one's personal background (attitude, personality, knowledge, values, ethics and experiences). I further learned that my leadership style should be less task-oriented and autocratic and more interpersonal, value-based, team-orientated, democratic and inspirational (Van Engen, Van Der Leeden & Willemsen, 2001). I also learned to move from a hierarchical form of leadership, with the emphasis on power and control, to a leadership style focusing on empowerment, sharing power, shared decision-making, shared values, a shared vision, and shared leadership. My leadership style needed to vary, depending on the situation. Hence, my leadership would no longer be a linear, one-way event, but rather an interactive process (Northouse, 2004). The traditions, values, philosophy and concerns of my school would also influence how I needed to act. School leaders have the ability to shape school culture – *'the way we do things here'* — by communicating core values in words, through non-verbal messages and through actions. I learned that through understanding and respecting my team members' personal work preferences and motivations, I as an individual, rather than my position, would earn their real respect and trust. This meant that I could no longer regard the people working under me as followers who would blindly follow where I went, but began to regard and treat them as a group of people supportive of collaboration to achieve a shared goal and through vision knowledge and skills exchange.

In my search for a suitable theory to guide my practice as Head of Department, the concept of servant leadership seemed to be most compatible with my values (Whetstone, 2001; Spears, 2010). Since values constitute the foundation of servant leadership (Russell, 2001), I realised that my concern actually entailed the questioning of my own ontological values and commitments. Do I manage to live out my values in my leadership role? If I do not manage to embody and exemplify my values as fully as I would like, I must experience myself as a living contradiction (Whitehead, 1989), because I would be denying my own educational values. Despite this, I desperately

wanted to work in a way that was more in line with my own values and principles. In the next chapter, I will discuss the kind of research design that was considered appropriate to address my research question. I will also outline the strategies for proof that needed to be built into research methods to give the design credibility and accuracy.

CHAPTER THREE

PHILOSOPHICAL PARADIGMS INFORMING MY STUDY

Introduction

Methodology refers to both the methods used in the research and the philosophical foundations of the principles that organise the ‘how’ of any enquiry (Whitehead, 2008). In this chapter, I addressed the question: *What did I think I could do about the situation?* I give a theoretical exposition of why I opted to use action research in this study. In the next chapter, I explain in detail the research methods followed. A paradigm refers to a set of scientific ideas, beliefs, values and philosophical assumptions about the nature of the world (ontology) and how we can understand it (epistemology) (Kuhn, 1977; Maxwell, 2004). Guba (1990:17) defines a paradigm as: “... a basic set of beliefs that guide action ...” Action research is underpinned by the values I aspire to and is situated within a critical and participatory paradigm and was therefore my design of choice.

I first give an overview of the different views of action research, which are all based on the same values and basic principles. I then engage critically with the ontological, epistemological, axiological values and principles of action research. My underlying belief system (ontological and epistemological assumptions) greatly influenced my choice of design (Dobson, 2002). According to Grix (2004:68), research is best approached by doing the following:

“setting out clearly the relationship between what a researcher thinks can be researched (his ontological position) linking it to what we can know about it (his epistemological position) and how to go about acquiring it (his methodological approach) ... you can begin to comprehend the impact your ontological position can have on what and how you decide to study”.

Perspectives about the nature of the world or reality are a vital aspect of the research process. These perspectives are based on the researcher’s assumptions concerning

the inter-related concepts of ontology, epistemology, methodology and social purposes and are closely linked to values (Lincoln, Lynham, & Guba, 2011).

Philosophical assumptions of my research

Philosophical assumptions or a theoretical paradigm provides the researcher with essential aspects to construct a scientific investigation and to choose an appropriate methodology (Grix, 2004). I will now explain the four underpinning assumptions of ontology, epistemology, methodology and social purposes that guided my choice of research design.

My ontological assumptions

The term 'ontology' is used to designate the theory of being. Its mandate is the development of strategies that can illuminate the components of people's *social reality* – about what exists, what it looks like, the units it is composed of, and how these units relate to with each other (Blaikie, 1993). My ontological position regarding how things really are and how things really work is the view that reality is subjective (Guba & Lincoln, 1994). Within action research, I consider this reality as socially constructed, and not as something that is external and independent. The meaningful construction occurs through my own interpretations of my experiences. The stories I told in this report, were based on the subjective accounts of my colleagues and myself, from within our school environment. I chose to begin to try to live out and exemplify the values and commitments that inspire my life. These values of trust, caring and unity acted as my guiding principles. I began to articulate my values by asking whether I was being true to them. I came to the realisation that I was not honouring these values and was experiencing myself as a “living contradiction” (Whitehead, 1989:48). I then looked for ways of living out and exemplifying my values. I wanted not to function as an island but in relationship with my colleagues in terms of my kind of work and my position at the school as Deputy Head Principal. I committed myself not to adopt a spectator approach, but rather to become a team player, working with others in achieving

common goals. I was aware that that might not be easy, because investigating my practice would also involve my colleagues, who had values of their own, that did not necessarily correspond with my own. I had to be prepared to negotiate meanings and practices. I decided to make my value system a purposeful, morally committed practice. I could not hold myself responsible for my colleagues' decisions, but I could hold myself accountable for myself and how I influenced my colleagues' learning. I did this in an educational way; respecting my colleagues' points of view, but at the same time encouraging them to consider other options. I was aware that it was not going to be easy to convince people to change, since institutions like my school were run according to bureaucratic values. The focus of my enquiry revolved around my research question; I asked: "*How can I contribute to transformation in my school through my leadership practices*"?. This question automatically assumes that my answer will involve my colleagues' perceptions of the influence I have had on their growth and development as teaching professionals. I fully understood that my claims to educational influence would be evaluated by them working as they were within my range of influence. My aim was to develop inclusionary methodologies to nurture respectful relationships. I did not expect everyone to agree with me, because of our different viewpoints and perceptions. The methods of data collection I used, were consistent with my ontological stance. I made my theoretical stance clear right from the start and also at the dissemination stage of this study.

My epistemological assumptions

Epistemology refers to how we view knowledge and how it is attained. Nonaka and Takeuchi (1995) make the following observations about knowledge:

Firstly, knowledge ... is about beliefs and commitment. Knowledge is a function of a particular stance, perspective, or intention. Secondly, knowledge ... is about action. And thirdly, knowledge ... is about meaning. It is context specific and relational. Knowledge is ... a dynamic human process of justifying personal belief toward the 'truth' (1995:58).

I assume that the above authors put the word truth in inverted commas, because they do not propose that one truth only exists – there are multiple interpretations of reality, and one of my main functions as a leader is to acknowledge and welcome a multiplicity of ideas. My task is to help people voice their views and work towards a compromise that is acceptable to all stakeholders.

Epistemology explores the following questions: *What is knowledge and how can it be known? What is the nature of the relationship between the knower and the known? How do we know what we know?* Burrell and Morgan (1979) argue that our stance on the epistemological continuum will determine whether we believe that knowledge is something that can be acquired, or is something that is constructed from personal experience. It should be apparent from my ontological paradigm that I believe that knowledge is a human product — a product that is socially and culturally constructed (Kim, 2014). Ryle (1984:27-32) has made two distinctions between the idea of knowledge and how it can be acquired. Firstly, knowledge is objective, meaning that it is ‘out there’, but can be acquired and shared. This is the ability of a person (‘knowing how’) to act or to perform different tasks. Secondly, knowledge is subjective, meaning that it is personally experienced – ‘knowing that’. Although we experience things differently and hence create our own knowledge, our relation with others indicates that knowledge creation is also a collaborative process. However, this clear distinction between objective and subjective knowledge has been rejected by Polanyi (1966), who contends that all knowing is personal knowing, whether practical or theoretical (Polanyi, 1966).

Action research has an emancipatory intention, i.e. it does intend to liberate people, but before authentic action research can be undertaken, an epistemic change needs to take place. Throughout this study, I show that leadership and change must come from within. Epistemic change — how the actors see this world — must take place before they can change it. My epistemological stance was influenced by my ontological standpoint. In my study, I explain to the reader what I know and how I have come to know it. Throughout my study, I show how the development of new epistemology has

influenced my practice as an educational leader, creating a “new social order” (McNiff & Whitehead, 2006:239). By modelling leadership roles within my school, I show how I contributed to learning and a new epistemology, which sees knowledge creation as a collaborative venture. The leader is no longer the ‘expert authority’ not to be questioned, but should welcome questioning and dissent, because that is how change occurs and how people learn and develop. Questioning my form of leadership helped me look for better ways of interacting with my colleagues. Testing my ideas rigorously against others’ responses, and giving recognition to their opinions, helped me transform what I already knew into something better. I judge my work in showing to the reader how I began to live out and exemplify my educational and social values. Leadership is about relationships, and relationships are sustained by shared moral values. I demonstrate how my servant leadership contributed to promoting the values of care, trust and unity amongst staff members. West-Burnham (2001:2) argues “there is ... moral imperative for school leaders to adopt a model of personal effectiveness which exemplifies the values of the school”. I argue that my leadership helped to shape the culture of the school and the values embodied by the roleplayers in the school environment. In producing my personal theory, I show what I learnt and how I influenced my colleagues to learn with me. I did that by working with my colleagues in all stages of the research. During the data gathering and validity stages, I made my records available and negotiated my findings with others. This entailed convincing my audiences that the findings of my inquiry were credible and significant (Lincoln & Guba, 1985). This demonstrates that in order to understand the social situation at my school, I did not simply rely on literature for information, but sought the ideas of others, opening up my thinking to the scrutiny of those I was leading. It further demonstrates how I developed my own strategies for transformation and improved practice. In Chapter Five, I explain my educational influence on learning and how I created new opportunities for exercising better influence by changing my strategy of transformation into that of negotiation (McNiff & Whitehead, 2006), even though it meant compromising some of my own beliefs and perceptions.

Methodological assumptions

The research methodology I selected for the purpose of this study, was self-study action research, as described by McNiff and Whitehead (2006), as this form of research was in line with my ontological and epistemological values, which included the need for self-reflection and holding oneself answerable for one's practice. In this study, I demonstrate how action research is particularly suited to the difficult times we live in. I also argue that it was eminently suitable for the circumstances prevailing at my school.

Research cannot be 'free-floating'; it must be informed by, and set within, the context of that which we already know (Whitehead & McNiff, 2006:28). Empirical research is theoretically informed, while theoretical research is empirically grounded. The purpose of this chapter is to root my research in relevant academic literature. Hence, I also link action research to propositional theories, interpretive theory, and critical theory. I do that by critically interrogating the literature in order to set my own research within a credible intellectual and academic context. I located my research within existing propositional theory in the form of reading, evaluating and synthesising the work of other scholars, and then using that to support my own study. In this chapter, I engage critically with literature, showing how my research adds to understanding, challenging what I know, changing and adopting an approach suitable for my study. Knowledge of the findings, strengths and weaknesses of other studies helped me to design a better study myself and to understand the relative merits and significance of my own research within the field. Although this chapter deals with a theoretical exposition of the philosophical paradigms informing my study, it is not discrete, because I also show how I engaged with the broader literature throughout the entire study period. Since action research is context bound and has the practical intent (Coghlan & Brannick, 2014) of improving a specific social practice, it does mean that the knowledge produced, is more likely to be relevant and sustainable than research done *on* or *about* people.

The question is which forms of research are likely to positively influence people and are relevant to the future of education in present-day South Africa. Simply put, research is

information gathering, which allows us to make better decisions (Whitehead & McNiff, 2006). The more information we possess, the better informed our decisions are. Scientific or epistemological research entails information gathering, conducted in a controlled manner in order to ensure that the research findings can be reproduced and that the validity of the information can be tested and confirmed. The reason why scientific research is important, is because it generates the building blocks of knowledge on which we can base our understanding of the world. Hence, research is the orderly investigation of a subject matter, for the purpose of adding to knowledge (Whitehead & McNiff, 2006).

South Africa has unique challenges. Despite a significant investment of funds directed towards uplifting the quality of life of the broad masses of South Africans, statistics on almost every social indicator – education, health, employment, housing, and so on – indicates the failure of government programmes to provide adequately for the wellbeing of our people (Friedman & Bhengu, 2008). Almost twenty years into the transition from Apartheid style educational systems to systems that promote social equality, the implementation of educational policies is still problematic at provincial and district levels in most impoverished areas. Contributing to this chaos is that within the realm of educational planning, many things have and are still evolving and changing, such as the structure of the education system, the curriculum and textbooks, and teaching methods and styles. Some of these changes have brought much-needed improvement, whilst others have seen a deterioration (Lombard & Grosser, 2008) in the quality of our education system. Some authors claim that most quality initiatives have been fruitless (Ross & Postlethwaite, 2005), which indicated to me that another approach to quality improvement must be considered. This served as another motivation for me to critically self-reflect on my own leadership and the influence it had on the quality of education delivered at my school. I explain this more fully below.

According to Boyer (1990) and Schön (1995), propositional theories are no longer appropriate for education, which has as its primary objective to nurture originality and critical thinking amongst learners, and caring and supportive relationships amongst staff

members. Contemporary research and theorising in developing nations generally do not speak to the needs of the local population. We need to be critically aware of modes of knowing, our ways of doing research, and the procedures we use to examine the world (Hook, 2004). Whilst traditional scholarship focuses on the measurement of outcomes, new scholarship (Boyer, 1990; Schön, 1995) needs to focus on the negotiation of personal and social meaning. Forms of educational enquiry can be seen as critical when they do not just build on knowledge, but lead to both personal and social change. This form of enquiry emphasises social meaning through embodied knowledge, and is able to support committed social movements that contribute towards social justice (Ryan, 2006). I believe that research must respond to the needs of society at grassroots levels and address the socio-political concern of its location (Hook, 2004). Given the injustices that prevail in education in South Africa (De Kadt, 2009), I believe that research should be a site for the ongoing struggle for equal opportunity for all.

Locating my research and practice within the new scholarship (Boyer, 1990; Schön, 1995), enabled me to understand my role as an educational leader and how I could position myself as a researcher. This form of research provides a different context than the traditional forms of research, in which democratic educational values are frequently contradicted in practice. Since my practice itself became the context for research (McNiff & Whitehead, 2006), it helped bridge the gap between theory, research and practice and included both humanistic and naturalistic scientific methods (Holter & Schwartz-Barcott, 2008).

Action research as my preferred paradigm

Positivistic thinkers use scientific methods as a means of knowledge generation. Positivism, which adopts an objectivist approach to the study of social phenomena, attaches great importance to research methods, with the emphasis on quantitative analysis and surveys. Knowledge is mostly gained from observations and experiment. The researcher is standing outside the situation studied, to ensure the non-contamination of the research results. Positivist forms of research appear value-free.

The world is seen as separate from the observer, and knowledge is seen as separate from the knower. In this manner, phenomena can be studied and analysed, and outcomes can be predicted and manipulated (Krauss, 2005).

I reject this paradigm of positivism. As a school manager, I once thought that problems could be measured and solved, and that people could be treated like commodities to reach goals. But my thinking changed: over time, I began to perceive myself as living in interaction with the world, involved with others in processes of knowledge creation. I began to see my social purpose as finding a way of improving my own processes of interaction and knowledge creation. Since I researched my own practice, the social setting of this study was my practice. It would have been difficult for me to separate the study of myself and my practice from the study of the outcomes of actions initiated in my setting, since my values informed my practice. I came to believe that human behaviour is not passive and is not controlled and determined by external factors only. Oates (2002) claims that research should be performed *with* people, not on or about people. Therefore, I treated my personal and professional self as an insider rather than an outsider and interacted with my participants in order to gain access to the setting and also gain their trust.

I chose action research as the most appropriate approach to expound on the research question stated earlier. Action-orientated research helped me to address my problematic situation. It provides a platform for sustainable organisational development – and makes the real-world link with action. However, action research should not be confused as just a normative approach in terms of which people are instructed what to do, and it will work; it is an activity with research backing and validity criteria. Action research entails more than just a technique, tool or methodology. Action research is an intervention in practice to bring about improvement. Action research is a practical approach — a way of life — to professional inquiry in any social situation. It has the potential to promote professional development, educational change, greater personal awareness, improved practice, and new learning. Action research in education is grounded in the working lives of teachers and educational leaders like myself, as they

experience them. Action research is also value based. This value component of action research makes it effective, because it then becomes an ethical rather than a technical enquiry (Kemmis, 1988). The action researcher's intention is to change a situation to bring it into line with his or her value preference (Gay & Airasian, 2000).

McNiff and Whitehead (2002) locate action research within the critical theoretic research paradigm, and suggest three general approaches — interpretive, critical and living theory — each with its own distinctive assumptions, ontology and epistemology. Interpretivism, unlike positivism, believes that the researcher and reality cannot be separated (Weber, 2004). According to interpretive social scientists, humans use their interactions to generate meaning in their world. They criticise positivists for not acknowledging that the experiences of people and their ability to think and reason are shaped by their social context (Neuman, 2003). This implies that the interpretive approach searches for “socially meaningful action through the direct detailed observation of people in natural settings in order to arrive at understandings and interpretations of how people create and maintain their social worlds” (Neuman, 1997:68) by using methods “to describe and interpret people’s feelings and experiences in human terms rather than through quantification and measurement” (Terre Blanche & Kelly, 2002:123). In my research, I observed and tried to make sense of what I was doing, and reflected on it. Interpretive inquiry intends to describe how people experience their world; the ways in which they interact; and where these interactions are taking place. Therefore, interpretive approaches were the best possible ways of assisting me in tracking down differences, similarities and even inconsistencies in the values, beliefs and responses of my colleagues (Chesla, 2008). Hence, my study adopted aspects of a qualitative interpretive methodology, because I gathered data from others to provide evidence of how my changed practice may have influenced change in my school. I interacted with the teachers and began to listen to their views, perceptions and expectations. The assumption underpinning my ontology was that reality as we knew it, was constructed through the meanings and understandings developed socially and experientially. My epistemological assumption was that we could not separate ourselves from what we knew. Polanyi (2002) refers to this as personal knowledge.

However, interpretive theory is similar to propositional theory in that the researcher tries to remain objective, passively collecting and interpreting data from participants. The researcher, as the 'knower', interprets and theorises about the actions of those who are being researched. Since I saw myself as part of the lives of others, I adopted an insider approach, which involved me offering reports and explanations of my own practice, with the assistance of my colleagues. Interpretivism was important for me to understand the situation and how I could influence it. Further, it also provided me with an understanding of how my colleagues perceived me. But, more important to me, was critical theory.

Carr and Kemmis (1986) argue an emancipatory (critical) view, on the basis of the strengths and limitations of a positivist approach and interpretive approaches to education. Critical theory accepts multiple situated realities in which context (including the researcher's) gives meaning to the phenomenon (Guba & Lincoln, 1994). Whilst positivism seeks to predict, describe and control, and interpretivism aims to understand the life world of the participants, the aim of critical research is to critique the *status quo*, in order to bring about change. Research is never neutral (McNiff & Whitehead, 2006). The critical researcher can be seen as an emancipator who wants to eliminate issues such as domination, oppression, conflict and contradiction in society, oppressive structures and power imbalances. Therefore, critical researchers' understanding of social theory is in terms of helping people to come up with problem questions and strategies to right what is wrong in their world (Kincheloe & McLaren 2005). Critical theorists promote values such as democracy, equal opportunity, human rights, justice and fairness (Myers & Klein, 2011). Critical theory encourages us to look critically at ourselves and the world around us, in other words, challenging our common-sense assumptions about things. It provides us with a better understanding of the laws that govern present social conditions, social transformation, social interaction and how they maintain their validity. Although the critical theorists' critique raises awareness of injustices and power imbalances, they do not necessarily act on this or involve others in acting on it. Therefore, action research goes beyond critical theory and acts on heightened awareness, meaning that the researcher does not only want to become

aware of how he or she should change, but also wants to effect change. This implies that I would not only be informed by the study, but would also initiate action to effect change.

Characteristics of action research include a cyclical, participative or collaborative approach. The data are of a qualitative nature, reflective and democratic. Action research is ongoing and does not tend to culminate in an end product, unlike traditional research. The process takes place step by step and evolves, although similar steps tend to recur, in a similar sequence. The cyclic nature of action research enhances openness to the situation and the people involved, because of the continuous interaction between the research practitioners and the participants. This makes the process active and dynamic. The initial cycles are used to help decide how the later cycles must be conducted. In the later cycles, the interpretations developed in the early cycles can be tested, challenged and refined. This will then hopefully lead to progress towards suitable action and the required research outcomes.

There are two reasons why I embarked on action research as a methodology. Firstly, I had the desire to improve my learning with regard to my understanding of leadership, with the intention to improve my practice as an educational leader. The focus of research is to generate knowledge (McNiff & Whitehead, 2006); as an action research practitioner, I could generate theories about my own learning and practice. Secondly, action research has become an alternative paradigm to traditional social science research, as it is practical, participatory and collaborative, equalitarian and emancipatory, interpretative and critical (Zuber-Skerritt, 2012). It is also practice changing (Kemmis & McTaggart, 2000): by doing or practising research, you are actually changing things. Action research provides a platform to help us cope with a world that is becoming more and more uncertain and unpredictable, offering a tool for sustainable human development. The main outcome of action research is the promotion of action leadership qualities, such as problem-solving skills, self-confidence, reflection on all levels of action/practice; and appreciation of, and capacity for, lifelong learning (Zuber-Skerritt, 2012).

In the case of educational research, action research promotes change with the intention to enhance the lives of people and to address the challenges faced by educational systems. Below is a list of the benefits that can flow from doing action research in schools:

- Action research promotes school leadership and managerial skills (Johnson, 2011).
- Action research promotes decision-making in teachers who need to determine the issues/problems to be researched and the best actions to implement (Parsons & Brown, 2002).
- Action research promotes teaching and learning (Mills, 2003).
- Collaboration improves working relationships, teamwork and morale amongst teachers (Blase & Blase, 1999).

Participative or collaborative approach

Action research is a participatory activity that promotes collaboration between research practitioners and participants. Although I was researching my own practice, I collaborated with others, since this is an integral part of leadership. Learning is usually a social process. In a world saturated with information, our best solutions often come from connecting and sense-making with others. Collective reflection with others also serves as a catalyst for change — a change of knowledge, a change of awareness and, more importantly, a change in behaviour. The informants act as partners, or at least active participants, in the research process; therefore, the extent of participation may vary. In some instances, there may be a genuine partnership between the researcher and others. The distinction between researcher and others may disappear, causing the researcher to take on the role of participant (McNiff & Whitehead, 2006). The beauty of this is that everyone is then working in unity towards a common goal of betterment, a new leadership style, building meaningful reflective capacity in teachers and better teacher collegiality. This further promotes the formation of stronger bonds of relationships, in which participants are viewed as role-players and not merely as

sources of information. In some instances, the researcher may choose, for whatever reason, to maintain a separate role. Participation may be limited to being involved as an informant. Under some circumstances the participants, too, may choose less than a full partnership for themselves under some circumstances.

I undertook primarily a self-study, with the intention to change myself and my practice. Although I remained the centre of my own enquiry, I was also dependent on my colleagues to collaborate with me in generating data. I allowed the boundaries between the participants and myself not to be rigid, but permeable, sharing values, meaning and commitments. My aim was to find out what I was doing and how I could describe and explain my actions; also how I held myself accountable to myself and others. However, since my intent was to change and improve my practice, I wanted to work with and influence my colleagues and allow them to have an influence on myself. I adopted the position of Nonaka and Takeuchi (1995:70), who are of the opinion that knowledge created in an organisation such as my school constitutes a continuous and dynamic interaction between objective and subjective knowledge. This process of interaction with my colleagues required testing and critiquing what I already knew and transforming it into something better (Whitehead, 2006). In other words, at the end of my study, I would be able to give an account of the implication of my work and the contribution I made to new knowledge in education.

Qualitative approach

Action research is a holistic approach to problem-solving, rather than a single method of collecting and analysing data. Therefore, it allows for several different research tools to be used while the research is conducted. In most instances, the use of qualitative information increases responsiveness (Dick, 2000). Communicating in the participants' natural language is easier for informants. The use of their mother tongue also makes the whole process more accessible to participants and enable them to develop enough understanding to become co-researchers.

Although all action research is qualitative in nature, it is possible to adopt a mix of qualitative and quantitative methods, depending on what aspect of change one wishes to measure. Developing a suitable quantitative measure is often difficult and time-consuming. It may therefore be more time efficient to use qualitative data, since it is easier, flexible and more responsive to the situation. On the other hand, although numbers are always not easily applied to some features of a study, they do offer advantages as they measure level of occurrence, actions and trends (Tewksbury, 2009). In my study, some of my statistical data were used as evidence of improvement of practice and learning, such as improvements in my results and the results of learners.

Reflective approach

According to Elliott (1991), action instigates reflection, and reflection in turn aims to improve the realisation of the values held by the research practitioner. Action learning includes critical reflection and insightful questioning to progressively identify the real problem that the participants want to address. Critical reflection on the research process and outcomes constitutes an important part of each cycle and offers leaders like myself a way to approach those aspects of social order that can hamper rational change. According to Winter (1989:25), “reflection is the crucial process by means of which we make sense of evidence”. The researcher and other participants in the study first recollect and then critique what has already happened. Schön’s (1987) theory of reflective practice suggests practical reasoning, which can be applied in ‘messy’ situations. It involves knowing-in-action, knowledge-in-action, reflection-on-action, and reflection-in-action. The enhanced understanding gained from the critical reflection is then used to design the later steps. The reflection leads to the next stage of planning. The ‘planning’ is not a separate and prior step; it is embedded in the action and reflection. Short, multiple cycles allow greater rigour to be achieved. Action research is a conglomeration of research processes in which flexibility enables learning and responsiveness. Vague beginnings can move towards better understanding and practical improvement through the critical analysis and interpretation of the information and the methods employed. Good action researchers, I think, critique what they do and

how they do it, the better to learn from the experience. The balance between critical reflection and flexibility allows adequate rigour to be achieved, even in confused field settings. For me, this means reporting systematic, personal and interpersonal growth and insight development. It means demonstrating the relationship between theory and practice. It means using contradiction constructively. It means triangulation, where actions are repeated in order to establish their value.

Democratic approach

Action research enables the participation of all people; acknowledges that people have equal worth; provides freedom from oppression; and allows people to achieve their full potential (Stringer, 2013). What practitioners learn from their studies allows them to understand their relationship with others, breaking hierarchies of power (McNiff & Whitehead, 2006) and creating democratic communities of practice (McNiff & Whitehead, 2011). Action research can provide educational leaders like me with ideas of sustainable growth through participative working towards democratically negotiated goals. When critical friends and validation groups are making judgments, they do so in the spirit of democratic evaluation, based on criteria such as comprehensibility, truthfulness, sincerity and appropriateness (Whitehead & McNiff, 2006).

Living educational theory

In relating my theory as a living theory, I would like to differentiate it from conventional propositional forms of theory. Propositional forms of research are rigid and prescriptive. They give a statement of the way things are. Something is either 'this way' or 'that way'. Something is either 'right' or 'wrong'. This research was grounded in a search for certainty and allowed no room for a 'middle way'. The researcher was an outsider who observed people and tried to offer descriptions and explanations about their actions. This did not encourage much critical thinking, which is an important component of the teaching profession. My living educational theory provided me with the characteristics of flexibility and adaptability as I tried to respond to the ever-changing educational

environment, as well as people's needs. My educational theory was grounded in my embodied values of caring and trust, communicated not solely in linguistic form, but also evident as lived experience. My research question stemmed from an 'insider view'. I offered my understanding of my process of coming to know as I generated my living theory through the educative relationships that I established with my colleagues at school. In the process, I incorporated insights from conceptual theories into my living form of theory.

For my purpose, a living theory (Whitehead, 1989) approach to action research was most suited. This approach restructures educational theory as an account of educational influence, allowing myself as the practitioner-researcher to report on my influence in my own and others' learning, and the education of social formations. My living theory of educational leadership is a form of personal knowledge (Polanyi, 2012), comprising my beliefs, values and convictions, and is influenced by my personal experiences and my reflections. A living theory approach to research is a scrupulous process. Through actively engaging in a dialogue with colleagues, I grew able to create the possibility of expanding my own knowledge base, while critically looking at my leadership allowed me to challenge dominant propositional epistemologies and logics of leadership. Educational values, embodied in practice, become epistemological standards of judgment throughout the research. These values are used to test the validity of the practitioner's theory. Since my values are important to me, I constantly needed to critically reflect on my structural thinking, which could give rise to a logic of domination, where I could see myself as superior to my colleagues (Whitehead & McNiff, 2006). My research then reflects a living form of logic rather than a propositional or 'package' of knowledge. Yes, propositional modes of thinking do eliminate fear of the unknown, uncertainty and unpredictability, allowing the researcher to locate him- or herself within a secure and comforting zone. But, on the other hand, this rigid way of thinking is denying a wide scope of possibilities, impeding flexibility and creativity. It would not allow me the freedom to stretch my mind and to step outside the boundary of 'fixed demarcations' (Whitehead & McNiff, 2006). Instead, it is linear and one-dimensional, because the answer is assumed; mechanistic and functional; because

the answer is always obvious; imperialistic, because the answer is non-debatable (Whitehead & McNiff, 2006). The form of enquiry I adopted, was broad rather than specialised; the theory and practice were undividable and were not concerned only with the correct techniques for data collection and categorisation (Schatz & Walker, 1995).

In the next chapter, I give an account of the methods I employed in conducting my study.

CHAPTER FOUR

THEORETICAL DISCUSSION OF RESEARCH METHODOLOGY

Introduction

In the previous chapter, I presented an in-depth explanation of the philosophical foundation of my study. I also provided the reader with several practical reasons why I undertook this and why I considered action research to be the most appropriate methodology to improve my own practice. My choice of research methodology was influenced by the problem being researched (my own practice) (Leedy, 2001) and my assumptions about ontology, epistemology, methodology and social purpose (Holden & Lynch, 2004). The action research methodology employed in this study rejects the view of researcher objectivity (Whitehead & McNiff, 2006), being more suggestive of a holistic approach to problem-solving (O'Brien, 1998) through a methodical inquiry that proposes both change (through action) and understanding (through research) (Herr & Anderson, 2005).

Research is an organised and systematic way of finding answers to questions. Systematic, because there is a definite set of procedures and steps to follow; organised, in that there is a structure or method in conducting the research. Finding answers to questions is the end of all research. The answer may be *no*, but this is still an answer. Questions are central to research; without questions, research has no focus, drive or reason. The research methodology chosen, provides details of the research process and procedures carried out (McNiff, 2013). In this section, I provide an account of the methods used in conducting my study. Method refers to the strategies or 'tools' used to collect and analyse data (Creswell, 2003). Research methods are chosen, therefore, to describe, translate, explain and interpret events from the perspectives of the people who are the subject of the research. I also explain who my critical friends and validation group were and the basis on which I selected them; the process of data recording and data analysis; the validation strategies used; and the ethical aspects of my practice.

Justifying my choice of qualitative methodology for my study

Research methods are unique to every individual research setting. The choice of methods is largely determined by the methodology chosen and the research questions (Gray, 2013). The research methods selected, should allow the researcher to elicit how people feel and what they think, their attitudes, behaviours, value systems, concerns, motivations, aspirations, culture and lifestyles. My action research self-study drew on the qualitative methods of literature review, observations, interviews and analysis of meeting transcriptions. These methods usually generate results that are rich and detailed, offering many ideas and concepts that are very useful in research (Creswell, 2007). Working in the comfort of my own school, in collaboration with my colleagues, these methods proved to be less expensive and very accessible and flexible as far as locations and timing were concerned.

However, before the research process commenced, I had to address certain issues that would have a strong influence on the development, conduct, outcomes and validity of my account. For example, I needed to find answers to the following questions: *“Who initiates the project? Whose interests, needs and concerns does the text represent? How were the goals and major questions of the study established? Who is going to process the data? Who is the researcher accountable to?”* (Bishop & Glynn, 1999). In the next section, I attempt to answer these questions.

Research design

Action research fundamentally concerns learning and change. In gaining enough insight about practice, practitioners are able to initiate change. As a practitioner, I used action research to investigate my own practice by seeking ways of living out and exemplifying more fully my educational values. In negotiation with my colleagues, I asked myself: *“How can I contribute to transformation in my school through my leadership practices”?* I further tried to communicate my ideas as theories of real-world practices, by explaining what I was doing, why I did that, how I was enriched by ideas in

the literature and integrated them into my own understanding, and what I hoped to achieve (McNiff & Whitehead, 2006). In this section, I focus on research methods, particularly on how I carried out my action plan, in relation both to social action and my learning.

Action research is ongoing and does not attempt to reach an end product like more traditional research; it tends to focus on finding a better way of living (McNiff, 1997). Hence I aimed to improve my practice, not to reach perfection, which is impossible to attain. The process took place step by step and evolved. Similar steps tended to recur, in a similar sequence. This cyclic nature of action research enhanced openness to the situation on the part of the people involved in this study, because of continuous interaction between the research practitioners and the participants. This made the process active and dynamic. The early cycles served to aid decisions on how to conduct the subsequent cycles (Figure 4.1). This optimistically led to progress towards suitable action and required research outcomes (Noffke, 1997). To me, suitable action and required outcomes imply 'living out one's values' (McNiff & Whitehead, 2005), which was the ultimate goal of this enquiry. Kemmis and MacTaggart (1998) developed a simple model of the cyclical nature of the typical action research process (Figure 4.1). Each cycle has four steps, namely: *plan*, *act*, *observe*, and *reflect*.

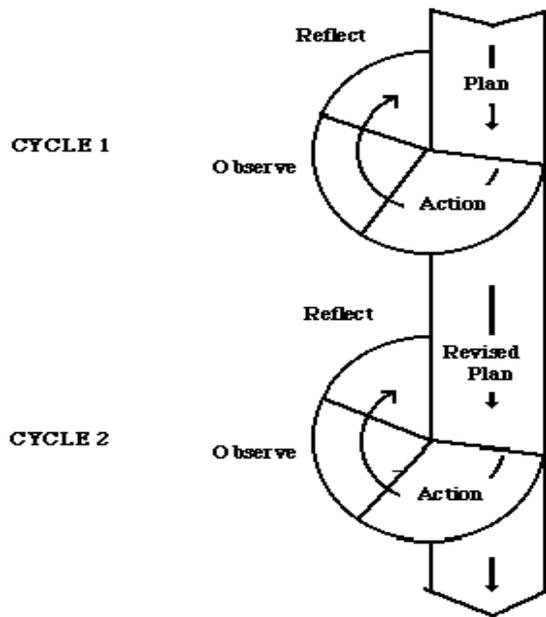


FIGURE 4.1: Model representing cyclical nature of the action research process

Source: Kemmis & McTaggart (1998)

Although the above diagram reflects all the necessary steps of learning, it does not reflect a true version of how meaning unfolds in practice. This diagram depicts practice as linear, predictable and straightforward (McNiff, Lomax & Whitehead, 2003). In contrast, McNiff (2008) argues that life is always evolving and emphasises the disorganised manner in which thinking and action may occur during a research study. Researchers often have to deal with complex, ‘messy’ and unstructured situations (Phillips & Carr, 2010; Oates, 2002:27). It is one of the reasons why action research is referred to as a process of messiness and uncertainty (Goodnough, 2008). The messy and uncertain nature of action research is difficult to report in a research account, but is an essential part of the research process, because it allows researchers to be creative (Cook, 1998), as they use new ideas to construct new knowledge. The real meaning of our work is evident when we relate to those aspects of our work that are elusive, not just the tangible; the uncertain and the convincing (Cook, 1998).

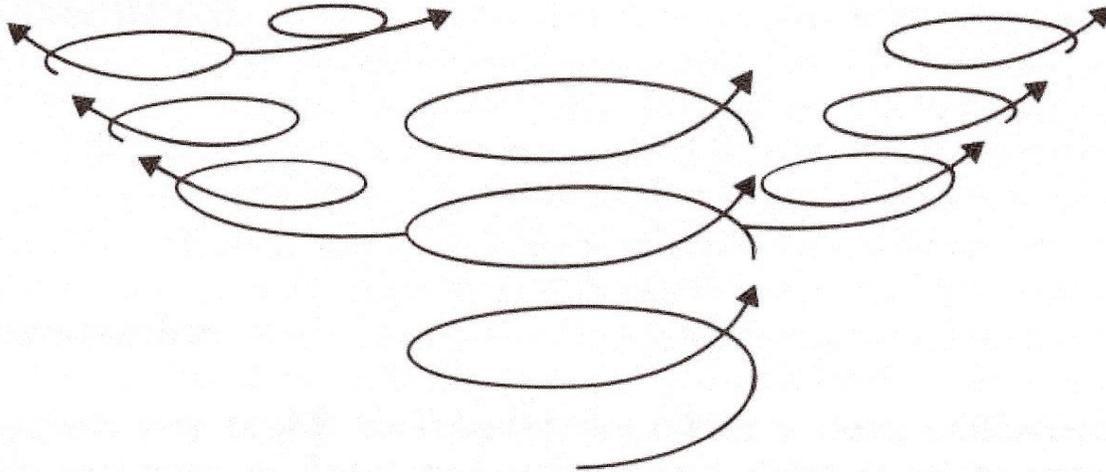


FIGURE 4.2: Model representing messiness and uncertainty of action research

Source: McNiff, Lomax and Whitehead (2003:59)

The above diagram illustrates action research as a cyclic process, developing through the self-reflective spiral of learning. As the research proceeds, new questions are raised and new issues are identified, giving birth to new enquiries and research questions.

- Planning – The researcher forms a mental picture of how things will be when he is living in accordance to his values, and then comes up with suitable practical steps to accomplish his goal. This stage is not separate from the other stages, but forms part of every individual stage. Here, a detailed plan of the action is required by the researcher and colleagues, which will serve as a guiding tool for the research process. McNiff and Whitehead (2006:79) provide a possible action plan and practical suggestions for each cycle of enquiry:
 - *What is my concern?*
 - *Why am I concerned?*
 - *What experiences can I describe to show why I was concerned?*
 - *What can I do about it?*
 - *What will I do about it?*
 - *What kind of data will I gather to show the situation as it unfolds?*

- *How will I explain my educational influences in learning?*
- *How will I ensure that any conclusions I draw are reasonably fair and accurate?*
- *How will I evaluate the validity of the evidence-based account of my learning?*
- *How will I modify my concerns, ideas and practice in the light of my evaluations?*

In their proposed action plans researchers plan for observation, reflection and proposed changes. Due to the unpredictability of situations, at times all involved in the research process use the action plan simply as a notional guide, subject to change from time to time (McNiff & Whitehead, 2006).

- Action – This includes deliberate and controlled action. This stage entails the implementation of the action plan. In this study, I firstly gave an account of the situation prior to my learning; what action was taken; and, secondly, how my learning changed my practice and what action I took. Motivated by my deep, intrinsic desire to improve my practice, I started off simply doing things at random. Regardless of my feelings of discomfort and uncertainty regarding the process, I continued with what I was doing, because it felt right. Subsequently, after engaging with literature and interacting with critical friends, I learnt that I actually needed to critically reflect on what I was doing, and why I was doing it. I learnt that my reflection involved learning, and that that learning needed to be recorded (McNiff & Whitehead, 2006). I learnt that my living theory was not a description of what I did, but an explanation of how something happened. Arieli, Friedman and Agbaria (2009) argue that action research requires a process of thinking and planning together – rather than running to action. According to McNiff and Whitehead (2006), researchers must demonstrate that their practice is not merely action, but purposeful.
- Observing – Observations include the action process, the results of action (intended and unintended), the circumstances of and constraints on action, the

way circumstances and constraints limit the proposed action, and its effect on other issues that may arise. Observations must be carefully planned to establish a documentary basis for subsequent reflections. Observations may never be narrow, but rather responsive, flexible, and open-minded. Observations may be documented in the form of a journal, diary, photographs and live recordings. In this research, all observations enabled myself as the researcher to establish the effectiveness of my actions and new interventions and also provided a sound basis for critical self-reflection.

- Reflecting – Reflection is a set of links drawn between the past, present and future (Riel, 2010), which allows for growth and gaining of confidence. In this study the researcher and participants undertook regular critical reflections, based on a careful examination of evidence from multiple perspectives to establish how the project was progressing. A revised action plan based on new questions was developed. I used a Reflection-on-Action Sheet, which he designed to capture all relevant details (see **Table 4.1**).
- Re-planning, further implementation, observation and reflecting; thus the process repeats itself. The focus and significance of all learning was on informing future learning.

My living educational theory was extracted from my practice as my research unfolded (Whitehead & McNiff, 2006). My practical knowledge helped me in making professional judgements, which became my conceptual knowledge as a researcher (McNiff & Whitehead, 2005). This was made possible through a continuous process of data collection, from which evidence was extracted that was in line with prior identified criteria and standards of judgement, to test the validity of the claims to knowledge I made (McNiff & Whitehead, 2006).

Data recording

Action research is 'data driven' (Dick, 2000). Data are the basis for the generation of evidence (McNiff & Whitehead, 2006). I had to decide which data needed to be gathered, and how it would be analysed and interpreted.

The collection of data became an important element in deciding what action needed to be taken in order to address my concerns. Data collection was not conducted randomly, but over a period of time, and was a well-organised and purposeful exercise (Whitehead & McNiff, 2006). In this study, the aim was to gather data primarily in terms of my learning and growth and how this could influence future learning and the actions of those within my sphere of influence as well as my own actions. Multiple sources of data (written, graphic and multimedia) were consulted to better understand the scope of happenings throughout the research and to monitor my practice over time. This ensured triangulation. Triangulation is typically a strategy (test) for improving the validity and reliability of research or the evaluation of findings (Patton, 2002).

In this study, the following data gathering techniques were used to observe and record learning:

Recordings in reflective journal or diary

The literature indicates that reflective journal writing enhances reflection (Boud, 2001); self-awareness (Burton & Carroll, 2001); critical thinking (Walker, 2003); and professional growth (Herbert & Rainford, 2014). I kept a personal account of certain events, feelings, opinions, group discussions and interactions (Whitehead & McNiff, 2006:65) in my personal journal. To keep a balanced view of what was taking place, it was essential to record both positive and less positive experiences. This implies that my reflective diary did not just become a personal 'Record of Achievement', but rather a true indication of my experiences on a day-to-day basis. I took the following set of reflective questions from Allin and Turnock (2007) to assist my thinking when I was

writing up my reflections on practice, observations, thoughts, experiences and discussions:

- What was I aiming for when I did that?
- What exactly did I do? How would I describe it precisely?
- Why did I choose that particular action?
- What theories/models/research informed my actions?
- What was I trying to achieve?
- What did I do next?
- What were the reasons for doing that?
- How successful was it?
- What criteria am I using to judge success?
- What alternatives were there?
- Could I have dealt with the situation any better?
- How would I do it differently next time?
- What do I feel about the whole experience?
- What knowledge/values/skills were demonstrated?
- How did my colleagues feel about it?
- How do I know my colleagues felt like that?
- What sense can I make of this, based on my past experience?
- Has this changed the way in which I will do things in the future?

Video data

I agree that video data is a useful tool, because it eliminates the limitations of written accounts as it shows actions as they happen (McNiff & Whitehead, 2006). I also agree that video data is a visual narrative that can later assist in the public communication of meanings (Whitehead, 2008). I was of the opinion that participating teachers' behaviours and attitudes could be captured during interviews and other discussions with greater correctness than by making observation notes (Koshy, 2005). It would have made the sharing of data with colleagues and fellow researchers easier to manage and

could have generated a good deal of discussion. I had several discussions with participants, explaining that video recordings provide powerful images, which would have been hard to match through other means of communication. For example, video data are used for the expression of energy in the meanings of values that cannot be communicated by using only words on pages of text.

I first started with a warm-up session, talking about issues such as family, kids, or any interesting subject that came to mind. Before the cameras started rolling, I tried to establish a relationship of trust. I let the group members know that I had their best interests in mind. I explained how I would use the video and audio. I turned off the red recording light, because the flashing light could make people more nervous. It also made it easier for me to start recording without them being aware of it, keeping them at ease. I also did provided playbacks for them so that they could see how they sounded and looked. I tried to make the interview a conversation, as opposed to an inquisition. I simply chatted and talked to them as though we were old friends meeting.

Unfortunately, although Information and Communication Technology (ICT) in the form of video data was used in the gathering of data, I have decided not to include it into this research, due the sensitivity of some of the more personal and confidential issues discussed. Some discussions unintentionally diverted to the problems revolving around interrelational challenges within the school. Participants were very sensitive about being videotaped and requested that the videotapes not be shown to anyone else. I discussed in vain the possibility to disguise the video to keep the participating individuals anonymous. The fact that I accepted their discomfort and did not use it, is an indication of my adherence to the ethical standard of my work.

Direct observation

‘Seeing’ and ‘listening’ are core elements of observation (Taylor-Powell & Steele, 1996:1). Direct observation is an empirical, interpretive research approach that attempts to interpret, and evaluate behaviours and qualitative content (i.e. consultation).

Direct observation is useful in that it can provide a more accurate description of actual behaviour in its natural occurrence. I observed and monitored practice and noted key episodes (McNiff & Whitehead, 2005). During the observation I had to decide on the following questions: *What do I need to observe? Do people have to know that they are being observed?* I had a dialogue with my colleagues before observation commenced, to discuss with them both organisational issues and the principles I wanted to apply during the observations. For example, a researcher should demonstrate sensitivity and be unobtrusive. Any feedback should be non-judgemental and relate to the criteria established between the researcher and the observed. For example, in this study I agreed with my colleagues on where the observations would take place, how often, and how long the observations would last. They also agreed that the focus of observations would be on principles of servant leadership, and collegial relationships and teacher leadership amongst teachers. To build trust and make the whole research process more effective, I also discussed how I would share my observations with the observed and what form feedback would take.

Semi-structured interviews

Conducting interviews is a time-consuming process that requires careful planning. In this section, I outline some of these planning issues, notably the interview structure, style, and setting; and recording the data.

Interviewing is a technique to gather data from people by asking them questions and getting them to react verbally (Fontana & Frey 2000; Ellis 2004; Rubin & Rubin 2012). In contrast to formal interviews, during which a rigid format of set questions is followed, semi-structured interviews focus on specific themes. However, these are covered in a conversational style. Although most interviews in this research were conducted in groups, some of the interviews were conducted individually, since people generally give more honest responses in a one-on-one situation. The interviewees were mostly my critical group, the newly appointed Deputy Principal, staff members and Heads of

Departments. The critical group assisted me with the names of the interviewees, who included any person we felt might contribute positively to this study.

The venues for the interviews were carefully selected. I ensured that the surroundings were relaxing and comfortable, with little or no disturbances. Making use of semi-structured interviews with open-ended questions (DiCicco-Bloom & Crabtree, 2006) enabled me to take notes while talking to the respondents and also allowed the respondents to respond in their own words. Less structured interviews are harder to analyse afterwards, so I kept a list of issues and ticked them off as and if the interviewee mentioned them along the way. In this study, some of the interviews conducted were also tape-recorded, as it was impossible to take note of all that was being said. Audio-recording also made it possible for me, the researcher, to give full attention to the context of the interview.

Qualitative researchers probe issues in detail. They seldom ask a set of predetermined questions, as would be the case during quantitative surveys. The interview questions served as a means of gently probing for information pertaining to the research questions and objectives (DiCicco-Bloom & Crabtree, 2006). Probing questions include, for example: *Would you give me an example? Can you elaborate on that idea? Would you explain that further? Is there anything else?* This kind of probing became critical in this study, especially because the participating teachers were asked to comment on real events, rather than giving generalisations. I opted to use a questionnaire of pre-prepared questions (see **Appendix A**), which helped me to shape the nature of the questions I wanted to ask during any personal interviews or observations, deviating, where necessary, in order to maximise the information obtained. The questionnaires included both short questions and open-ended questions, which demanded fuller responses from the respondents. Questions were open-ended rather than closed-ended. As I tried to avoid leading questions, I opted for open-ended questions, a more useful way of gathering fuller and richer answers (Koshy, 2005). The formulation of the questions I asked during each interview was guided by my research topic and the aspects I investigated. The semi-structured nature of the interviews allowed me to

probe further, so that key issues not identified before the interviews could emerge. This allowed key points that needed to be discussed, to flow from the discussions, rather than being forced on the interviewees.

The length of the interviews did not exceed 40 minutes. Participants were interviewed several times (Seidman 1991) to follow up on a particular issue or to clarify concepts or check the reliability of data.

(Unstructured) Focus group interviews

A focus group interview (see **Appendix B**) comprises an informal discussion among a group of selected individuals (a group of about six to eight people) about a particular research topic (Wilkinson, 2004; Kritzinger, 2005). Using group interviews is a quick and convenient way to collect data from a number of people simultaneously (Morgan, 2002). Focus groups are research methods that, “involve more than one participant per data collection session” (Wilkinson, 2004:271) and “encourages a range of responses which provide a greater understanding of the attitudes, behaviour, opinions or perceptions of participants on the research issues” (Hennink, 2007: 6). This means that instead of the researcher asking each person to respond to a question in turn, people are encouraged to talk to one another, asking questions, exchanging anecdotes and commenting on each other's experiences and points of view (Patton, 2002). In this study, opportunities were also used to examine supporting data documents referred to by informants during the focus groups, where these could shed more light on the matters under discussion.

Each interview started with a general introduction to make the group aware of the purpose of the interview and interview procedures. This was followed by non-directive and more general questions such as: *How is our school different/similar from other township schools? What are the positive/good things about our school we need to keep on promoting? If there would be anything at/or about school you could change, what would it be?* I started with: *I am working on a project to write something about how I*

can contribute to transforming my school through my leadership ... and what you are going to tell me will certainly help'. The exploration of this question would also assist me in understanding my practice better as I embarked on this investigation into the quality of my leadership and how I could improve it to influence the improvement of my concerns stated above.

In the 1950s focus groups, were developed as an academic research method (Munday 2006) and have now also gained popularity among academic researchers in the health and social sciences. One of the key advantages of the focus group method is its ability to cultivate people's responses to events as they evolve (Barbour, 2007). Hence, the method can provide results quickly (Kroll, Barbour & Harris, 2007). I found the method particularly useful for exploring people's knowledge and experiences and to examine not only what they thought, but how they thought and why they thought that way (Ritchie & Lewis, 2003).

Record sheets and observation schedules

At times, the situation demanded from me as the researcher to think on my feet, meaning that I was forced to instantly act in unexpected, confused, uncertain and unique situations. I then reflected on the phenomenon before me, with the help of my prior understanding, knowledge, experiences and feelings. The practice of reflection-in-action "suggests not only that we can think about doing, but we think about doing something while doing it" (Schön, 1983:54). I designed a reflection sheet to be completed by myself. This sheet acted as a guiding tool to assist me in the recording and gathering of data about my learning as it happened. On my recording sheet I would pose questions like: *What am I doing? How can I improve what I am doing? What do I stand for? What will I not stand for? Why do I behave as I do? Why do I go to my workplace every day? Why do we have school?* My original questions and propositions were modified, developed or re-framed, as I progressed, based on my experiences. Completed sheets became part of my journal and provided a basis for discussions at meetings. In other words, my doing and my thinking were complementary — my

observations in the midst of action, the adjustment of the action, and applying my new action. Reflection-in-action is the reflective form of knowing-in-action (Schön, 1992). One may reflect on tacit norms and appreciations that underlie a judgement, or on the strategies and theories implicit in a pattern of behaviour. One may reflect on the feeling evoked by a situation, which steered me towards adopting a particular course of action or even thinking about what I was thinking. Normally, my inquiry initially focused on situations that were problematic, confusing, ambiguous and conflicted; and that blocked the free flow of action. Schön (1995:31) elaborates on Dewey's concept of inquiry: The inquirer is in, and in transaction with, the problematic situation. He or she must construct the meaning and frame the problem of the situation, thereby setting the stage for problem solving which, in combination with changes in the external context, introduces a new problematic situation. Hence, the proper test of a round of inquiry is not only "Have I solved this problem?" but "Do I like the new problems I've created?"

Data analysis

During data analysis, the collected data in my data archives were interpreted in an attempt to generate evidence in relation to predetermined criteria and standards of judgment. I will now explain how I used this evidence against these criteria and standards of judgements to support the claim that I influenced the quality of my own learning, as well as the learning of my colleagues.

Sorting, categorising and storing data

I kept accumulated data in data archives and organised it into categories (McNiff & Whitehead, 2006). My broader categories include: *Folder 1*: Containing data that show my own learning; *Folder 2*: Containing data that show my colleagues/other people's learning. Each folder is further subdivided into four different subfolders, for example: Reflective journals/Observations; Interviews/Consultation; Group discussions; Other (here I stored any form of data not catered for under the latter subfolders, but

which might become relevant for future reference, such as documents, emails and notes).

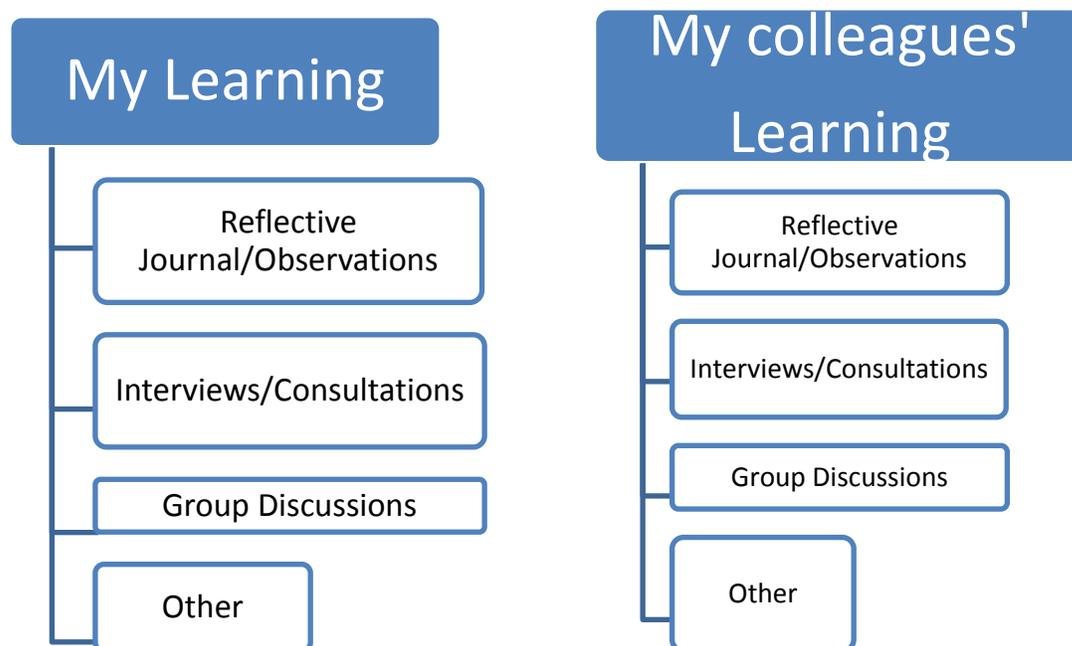


FIGURE 4.3: Sorting, categorising and storing data

Analysing the data for meanings

Analysing data for meaning implies making judgments in terms of what I consider as good or valuable about my situation (Whitehead & McNiff, 2006). Due to the limitations of individual reflections (Waters-Adams, 2006), this sense-making activity happened as a collaborative exercise between my critical groups and myself, as well as my validation group, in an attempt to make sense of what led to the improvement in practice. Analysis of the data was conducted by using multiple interpretations (i.e. by all of us) in order to ensure that there was no one definitive, or correct, interpretation and that the researcher would not create the perception that his perspective was superior to that of others (Young, 2008). I suggested an amended version (the 5-s's of data analysis) of important elements of Brown (1999), which included:

1. *Scrutinising* data through reading. During the reading process, events and experiences were recalled by asking: *What was done? What was said? What really happened?*
2. *Selecting* data. This process involved separating important factors (evidence) from unimportant factors (data).
3. *Simplifying* data. This stage simplified selected data into easier form, such as grouping similar factors, and shortening complex details.
4. “*Sensing*” data. During this stage, data were being interpreted, conclusions were being drawn and relationships were being explained that fit the focus of my research.
5. *Substantiating* data. This stage involved the critical examination of the findings of the previous stage. Evidence was represented to the validation groups. The validation groups were mainly responsible for looking for contradictions and testing interpretations and understandings.

In addition, I looked for changes in my own learning as well as what my colleagues claimed to have learned and how this learning had influenced our way of acting (Punia, 2004). I also looked for evidence of how my values had changed my actions into educational commitments (Whitehead & McNiff, 2006). I understand my ontological values as the deeply spiritual connection between myself and others, which I make known through my practices and theories. My educational commitments are grounded in me wanting to see my colleagues accepting responsibility as community leaders, and in my values of trust and caring for others. Mason (1996:6) advises researchers to constantly think and critically reflect on their “actions and role in the research process and subject these to the same critical scrutiny as the rest of [my] data.” In so doing, I could then establish the importance of the data already collected and what and how much was still needed. Placing this as evidence in the public domain to further test its validity also meant making my accounts of practice available to my critical friends and validation group (Whitehead & McNiff, 2006). In the next section, I provide measures and criteria that ensure validity and that the research findings are “worth paying attention to” (Lincoln & Guba, 1985:290).

Validation of my account of learning

Validity is defined by McNiff and Whitehead (2006) as a process of looking at how truthful and valid a claim made by the researcher is. Self-study researchers often find it difficult to get their work published, because traditional forms of educational research do not view self-study as legitimate research (Zeichner, 2007). The following questions are increasingly asked: *What makes a self-study worth reading, valid and trustworthy? Why should people believe the findings?* Some scholars argue that self-study research is purely personal and lacks the significance and quality present in theoretical and empirical studies (Bullough & Pinnegar, 2001). I integrated the ideas of personal and social validity (Whitehead & McNiff, 2006). I understand personal validation to be an explanation of how I understand the world from my own point of view (Polanyi, 2002). Personal validation implies accepting ownership for the educational influences in my own learning, communicating the values that I say have guided my professional development, and testing the validity of my knowledge claim against these adopted values (Whitehead, 2008). In transforming these values into communicable standards of judgement for the research, I also needed to open the claims to processes of social validation and the critical judgement of others, including those with whom I worked. This research promotes *process validity* (Herr & Anderson, 2005), because I presented my concerns and problems experienced with regard to my leadership and further suggested a manner that permitted ongoing learning for individuals who might experience a similar problem. The purpose of this section is to demonstrate the quality of my work, which is not merely personal, but also grounded in existing research. I establish the validity of my work by explaining why my claim to knowledge should be accepted. I also establish the legitimacy of my work, by submitting my findings to the critical scrutiny of others (Whitehead & McNiff, 2006). The following section explains how I attempted to validate my claims.

The claims I made in this study, are not just simply my opinion or imaginary, but thoroughly justified and argued. I tested my claims by making them and my evidence base available to the public scrutiny of my critical friends and validation group, meaning

one for my role as school leader and one for my role as researcher. Phillips (1987:23) argues that “truth is a regulative ideal” and our writings as researchers might be persuasive, but not automatically be true. Hence, qualitative researchers should state reasons why others should trust their findings. Research conducted in educational conditions that are democratic, equitable and educative for all involved in the process is sufficient reason for it to be trusted as true (Feldman, 2003).

Validating my claims to knowledge through my critical friends (for my role as school leader)

In accordance with the intentions of the study, the plan was to promote multiple perspectives, because both my interpretations and descriptions and those of my colleagues were provided. Hence, this research promotes *democratic validity* (Herr & Anderson, 2005), because it was conducted in collaboration with others who were also affected by and concerned about the problem under investigation and who were accorded an equal say. I selected a small group of colleagues, comprising of five teachers within my Department, because I believed that the actions and main discussions on leadership in this research were highly relevant to them. One of these teachers used to be the Acting Head of Department (HOD) of the same Department which I headed, just before my temporary promotion to Acting Deputy Principal. This added an advantage to how I positioned myself in this study. Her in-depth and practical insight into my work as HOD provided me with an excellent platform on which establish a strong relationship of trust. With regard to the other teachers, I included them in this research, knowing that they would be honest and open when they had to provide feedback and because they were generally well respected by learners and other colleagues alike. Although the initial idea was to meet once a week, it became difficult, due to planned and unplanned personal programmes and unforeseen personal problems. Therefore, our meetings were irregular and dictated by the availability of people. During our meetings, we mostly reflected on previous personal actions, experiences and events. In that manner, I ensured that knowledge building was relevant to those concerned and that the voices of each participant would be heard.

A critical friend is someone who listens to the researcher's account of practice and critiques the thinking behind the account (McNiff & Whitehead, 2006). My five critical friends added value to the research, in the sense that they provided feedback about how original issues have developed, especially in terms of my own learning. They were really caring, yet critical. I met with my critical friends singly, as well as through group validation meetings. The first meeting started with me negotiating the ground rules of our relationship (McNiff, Lomax & Whitehead, 1996). We agreed in principle that everyone should be allowed to "ask provocative questions, provide data to be examined through another lens, and offer critique of a person's work as a friend" (Costa & Kallick, 1993:50). We further agreed that "regardless of status or role, help [me] achieve a critical perspective even though this may challenge the normal assumptions underlying... [my] work" (McNiff, Lomax & Whitehead, 1996:85). I did not expect them to tell me that my work was good when it was not. I invited them to ask problematising questions about my work, rather than opting for immediate confirmation. Finally, everyone "should be willing to discuss [my] work sympathetically... never take [each other] for granted... offer ... as well as receive advice, even if it is painful or unwelcome, and always aiming to praise and offer support" (McNiff, Lomax & Whitehead, 1996:30). The group further agreed to meet with me at regular periods, with the aim to review the progress of the research process. I convened regular meetings in the form of group discussions and consultation sessions (one-on-one sessions). Most of the group discussions and one-on-one discussions were kept somewhat unstructured and informal so that participants would feel free and confident to respond as they saw fit — not having to choose from a set list of possible responses. I kept a discussion guide to make sure that I asked the right questions for my research purpose, but questions based on participants' responses, rather than in a fixed predetermined order.

Validating my claims to knowledge through my validation group (for my role as researcher)

For the purpose of strengthening my social validation (Whitehead & McNiff, 2006), I included a second group of critical friends which I referred to as my validation group.

Although my critical friends at school level also acted as validators, I used my validation group to further assess the quality of my claims to knowledge in relation to the evidence I produced. This validation group comprised my research promoter, as well as my peer researchers, who were busy with their own doctoral studies. I also shared my research with several academics who had expertise in the relevant methodology. I presented my research reports at specially convened validation meetings. They agreed to meet with me, whenever required, to listen to my progress reports and to scrutinise my research data. They would make professional judgements about the validity of my report, and would offer critical feedback. I had to report on my claims to knowledge, and they had to scrutinise my evidence to check for coherence and credibility. Although I would listen carefully to their advice, I was not compelled to act on it. At these validation meetings, research findings were being presented, questioned and defended (Herr & Anderson, 2005:60). “We should be accountable to those involved in the research as well to those who trust the results of the research; we should account for the outcomes as well as the processes that lead to those outcomes” (Day, Meyer, Munn-Giddings, Groundwater-Smith, Somekh & Walker, 2006:452). My colleagues assisted me in defining what it meant to live up to my values and held me accountable to that, as I examined my practice. In this way, a shared vision was built, and ideas were introduced through suggestion and enquiry, rather than by imposing (Senge, 1990). This group really helped me to strengthen the comprehensibility, reliability, rightness and authenticity of my account. They would challenge claims and help identify any weaknesses. They would check out the data and the way in which the data were analysed and presented, and make sure that the data supported my claims. For example, the validation group members shared that they would need to be provided with more conclusive evidence of my influence in the learning of my colleagues than that provided in my initial narrative, which helped me to have a better understanding and judgement of my practice.

Validating my claims to knowledge through living out my values

This study followed a rigorous research approach, rather than just solved a problem, because it forced me to reframe in a more complex manner – often leading to a new set

of questions and/or problems. All the discussions in the study were related to my desire to become better in my practice and to live in line with my values. Herr and Anderson (2005:55) refer to this "*outcome validity*", because it is the extent to which actions occurs that leads to the resolution of the problem, meaning that what is learnt, can be applied.

As previously mentioned, I perceive myself as in interrelation to my world and that I cannot exist in isolation from others. Because of that, I want my values to contribute to the sustainability of the human race. I value other people's capacity. I value embodied knowledge. I value enquiry learning. Therefore, I reject imperialism, as I commit to the social purpose of promoting equality and democratic practices within my school. I regard myself as an emancipator who is living and researching those values that carry hope for the future of humanity.

My enquiry is value-laden. In relation to my practice, I live out my values of care and trust. I use these values as standards by which I measure the educational impact and influence of my practice. As an emancipator, I am striving towards articulating and communicating these values to my colleagues in a way for them to see how to judge their own practice (McNiff & Whitehead, 2006). This implies that our practice is a continual construction and reconstruction of our values in action. Thus:

Everyday understandings of educational processes, which are embedded in educational practices and articulations of practical problems and proposed solutions ..., originate in the holistic and undifferentiated thinking of educational practitioners as they attempt to realise their educational values in complex practical situations (Elliott, 1989:83-85).

By this, I understand Elliott to mean that action research provides me with practical ways of living up to my educational and social values. My values of trust and caring act as my guiding principles in my practice as an educational leader. But although I was holding up these values, I was experiencing problems in my practice and realised that I

was not caring enough to build relationships of trust between my colleagues and myself. I was indeed experiencing myself as a 'living contradiction' (Whitehead, 1989). My understanding of how to assess the quality of my work in terms of my values helped me to gather data and generated evidence to claim that I act in accordance to my values and that I now know better. This is referred to as *personal validity* (McNiff & Whitehead, 2009). It further provided me with an opportunity to contribute to the continued development of the group's values and improvement in complicated working conditions. In bringing authenticity to my leadership, I chose to lead "with purpose, meaning and values" (George, 2003:12).

At times it is vital to step aside from action in order to make sense of it. This type of reflection is better known as reflection-on-action (Schön, 1995). Below is an example of the tool that I refer to as a 'reflection-on-action sheet'. I developed this tool in consultation with my critical group to aid me and them to be able to reflect and to explore our views during and after our group discussion sessions. We worked together in cycles of action and reflection to develop both understanding and practice in a matter in which we all shared a concern (Reason & McArdle, 2003):

REFLECTION ON ACTION (completed after an encounter - done in the form of writing up, recordings, discussions)				
QUESTIONS	ACTIONS (motives and intentions)		PRACTICE (learning)	
	SELF	OTHERS	CHANGE	
			CONCEPTUAL	PERCEPTUAL
What thoughts come to mind?				
If you were to repeat the process, what would you change?				
What worked best for you?				
What surprised you most?				
Have all those concerned received similar opportunities to participate in the action research process in its planning and evaluation phases?				
Have all relevant arguments been heard?				
Are there some 'self-evident concepts' that are actually problematic after critical reflection?				
Is there some communication breakdown between the professional researchers and the other participants?				
<i>(Add more questions)</i>				

TABLE 4.1: Reflection sheet addressing the motives and learning of my actions

I believe the account has *catalytic validity* (Herr & Anderson, 2005), as it explains how my involvement in the research processes changed my reality and understanding of leadership and school improvement, and how this impacted on my colleagues. It conveys my 'system of knowledge – what we know and how we come to know it' (McNiff & Whitehead, 2009). I believe that the cycles of reflection are apparent, heading to the generation of new knowledge, thus enhancing dialogic and process validity (Herr & Anderson, 2005).

In designing this recording sheet, I had to consider the quantity of information necessary: too much, and I risked putting participants off; too little information, and they might not be able to make an informed decision. The content of the information sheet above I considered relevant to the research, accurate and concise, clear, simple and

understandable from a lay person's perspective and appropriate for the cultural and social contexts in which it was given. In action research, self-reflection is central (Schön, 1991). Our actions are embodied in our learning, and our learning is informed by the reflections on our actions (McNiff, 2010). "We reflect *on* action, thinking back on what we have done in order to discover how our knowing-in-action may have contributed to an unexpected outcome" (Schön, 1983:26). Hence, I designed this reflection tool with the intention to monitor my own learning as well as my educational influence on my colleagues with regard to their professional growth and learning (Posner, 2000) and the development of their teacher leadership capacity (Harris, 2003). All participants completed their own action sheets, based on data gathered in the form of writings, recordings and discussions during and prior to group meetings. During every group meeting, each participant would reflect on my influence on him or her by thinking about and sharing previous experiences, analysing and framing problems around it and proposing action and a re-evaluation of the experience. Participants were required to choose a critical incident and consider the components of that incident from two different frames. For example: this incident could be something that they believed they finally did correctly after many attempts, or something which they used to struggle with and were proud of accomplishing in the end. Learning is a process of perceptual and conceptual change. Next, the participants had to discuss the thinking process that either existed, or needed to exist, between the two timeframes; what was not right in the knowing-in-action. Finally, what have you learned, so next time your knowing-in-action or reflection-in-action will be different and will reflect your new understanding. In the case of change in practice, we had to indicate on our action sheet whether the learning was conceptual or perceptual. A perceptual change occurs when people changed the way in which they have viewed something before (Heimlich & Ardoin, 2008). Conceptual change occurs gradually and involves a complex reshuffle of former knowledge to incorporate new ideas, findings, reasoning, and needs (Strike & Posner, 1992). The validity of these group discussions was ensured by looking at the appropriateness, meaningfulness and usefulness of the evidence used to support the interpretations. This is what Whitehead and McNiff (2006) refer to as social validation. The group made professional judgements about the validity claims made by me, and

would offer critical feedback. In this manner the validity and trustworthiness of the discussions (Holton & Burnett, 2005) and the strength of the conclusions and inferences were enhanced.

Validating my claims to knowledge through the form and content of the text

In further convincing my readers of the validity of my self-study, I do not just present my findings, but also demonstrate how I constructed its representations. Testing the *rhetoric validity* (McNiff, 2013) of my account of learning would show that any conclusions I arrived at, were reasonably fair and accurate. My epistemological standards of judgement became the critical judgement I used to test the validity of my claim to new knowledge. I tested the validity of my claim by drawing on Habermas's (1987) criteria of social validity. These criteria explain that the account should be comprehensible, sincere, truthful, trustworthy, authentic and appropriate:

Comprehensible account

The basic idea of Habermas's communicative action approach is that "it is through the action of communicating ... that society actually operates and evolves; this process is encompassed and structured by the actors' lifeworlds" (Wallace & Wolf, 1999:75). That is, Habermas focuses on communication among people, interaction through communication, and the results of this as ways in which the social world operates. He submits that communicative action:

is not only a process of reaching understanding; ... actors are at the same time taking part in interactions through which they develop, confirm, and renew their memberships in social groups and their own identities. Communicative actions are not only processes of interpretation in which cultural knowledge is "tested against the world"; they are at the same time processes of social integration and of socialization. (Wallace & Wolf, 1999:175, quoting from Habermas, *Theory of Communicative Action*).

This approach developed by Habermas has led social theorists focus to an increased degree on language and communication as an everyday performance supporting human interactions. There are several aspects to this approach, some of which are reviewed in this section. In an ideal speech situation, everyone would have an equal chance to argue and question. Undistorted communication provides a means for authentic communication among members of society. The force of argument or reason about the validity of particular claims prevails in discussion. Participants develop some common understandings, and listen to the ideas and arguments presented.

The language used throughout the account is clear and easy to read. Explanations follow a logical line of thought, making it simple for the reader to comprehend (Marcuse, 2013). Qualitative and participatory research techniques were used. The contents of my account include a brief discussion of the research problem, my concern and why I was concerned, the procedures and methods used during the research process, the conclusions drawn from the results and recommendations for future actions. I adhered to the academic principles of correct referencing (McNiff & Whitehead, 2006), grounded in existing theory (Locke, Spirduso & Silverman, 2000), and correct grammar and punctuation (Swales & Feak, 2004). The energy and passion (Whitehead & McNiff, 2006) of the researcher is evident throughout, as the reader will engage with the logical and coherent manner (Bassey, 1990:13) in which this report is presented. I also drew from the ideas as suggested by Feldman (2003) in the following manner:

- In my text or as an appendix, I tried to provide a clear and detailed description of how I collected data and make explicit what counted as data in my work. I also provided details of the research methods used in my account.
- I provided clear and detailed descriptions of how I constructed the representation from my data. This provides the readers with some knowledge and insight in how the data was transformed into a creative representation.

- I extended triangulation beyond multiple sources of data to include explorations of multiple ways to represent the same self-study. Multiple representations that support and challenge one another can add to the validity of self-study. I provided reasons why, if one was chosen over the other.
- I provided evidence of the value of changes in the work methods and approaches of teacher educators. A presentation of this evidence can help to convince readers of the validity of the study (Feldman, 2003: 27-28).

Sincerity of account

Sincerity means ensuring that the results of the research are based on an accurate and truthful depiction of all the relevant information collected (Major & Savin-Baden, 2010). Sincerity is generally understood to be truth in word and act. I show sincerity by respecting my colleagues and treating them fairly. I give credit where credit is due and avoid discrimination against colleagues on the basis of their sex, race and ethnicity. I spelled out my values at the beginning of this research and demonstrated how, over time, I did my best to live them out in my practice. Being sincere and honest means being truthful to one's values. Hence, I protected confidential communication; tried to keep promises and agreements; and strived for consistency in my thoughts and actions. I did what I did with good intent: to contribute to other people's well-being. I also frequently talked about my commitments and lived them out.

Truthfulness of account

According to Habermas (1984:37), "truth" lies deeper than just one's propositions and claims, but rather means one's "commitment to truthfulness" (Williams, 2010). Truth is subjective and depends on a person's viewpoint, interest and needs (Durkheim, 1983). Therefore, the truth is never the entire truth; for example, 'the truth of the researcher'. For the outcomes of any kind of discourse to be regarded as valid and truthful, it must be subject to strict procedures and rules (Habermas, 1984). In this study, the opinions

of all my colleagues were taken into account to support the validity claim regarding the truthfulness of this account. The rules and procedures followed during every formal discourse were taken from Habermas (1998) and Huttunen and Heikkinen (1998), in that no-one was prevented from expressing his or her attitudes, desires and needs. Everyone taking part in a discussion was allowed to introduce or question any claim or statement. If anyone disputed a proposition or norm under discussion, he or she was required to provide a reason for wanting to do so. Mezirow (1990:11) further advises that we have to agree to an “unfinished truth” or reach conditional consensus, because no-one possesses all the information.

Appropriateness of account

I based my study on the following five principles of validation, as proposed by Heikkinen, Huttunen and Syrjälä (2007), to guarantee the appropriateness and authenticity of my narrative research reports:

- *Principle of historical continuity* – This principle guided me in showing to the reader how the action evolved historically. I introduced my research study in Chapter One, with a brief overview of my concerns and my own personal leadership. I gave a description of the historical background of my own leadership, and why I wanted to change it. I explained what this research would be about: investigating the quality of my leadership and whether I needed to improve it, and how I could achieve that. I talked about how I struggled for answers to my purpose as an individual, especially within my workplace as I further reflected upon my practice. In Chapter Two, I explained why I was concerned. I explained this study in its entire context and how my values transpired. I explained the theories of leadership linked to my values and why this was so important to me. I explained to the reader how my values of trust and caring were denied in my practice (McNiff & Whitehead, 2006), both by myself as well as others. I experienced myself as a living contradiction, as educational programmes forced me to ensure that specific inputs were arranged to produce

certain outputs. In Chapter Three, I described different philosophies and frameworks and why I had chosen action research and not another research method. In Chapter Four, I describe my methodology of research, I talk about the participants I used and ethics, and explain how I gathered data about my learning as it happened. I constantly reflect on my actions and how they influence my decisions about my next move. I reflect on the different experiences I gained as I changed my leadership style from that of autocratic and bureaucratic to that of servanthood. In Chapters Five and Six, I explain what I did and how this study has equipped me with a solid understanding of action research and reflective practice, leading to my improved and enhanced practice as Head of Department. Also, that my influence significantly contributed to the learning of my colleagues. In Chapter Seven, I round my studies off by explaining the significance of my living theory, in that it is significant to the teaching profession and contributes to new forms of theory.

- *Principle of reflexivity* – with regard to my ontological presumptions, I had to learn to change my perception of myself in isolation from others. In Chapter One, I explained how my perception of my position as a Deputy Head had become an obstacle to my harmonious relationship with my colleagues. As my learning improved, I changed my perception and how I regarded myself in relation to others (McNiff & Whitehead, 2006). Hence, I adopted inclusional methodologies and nurturing relationships of caring and trust, such as respecting the views of my colleagues and allowing them to execute their leadership qualities through the delegation of tasks. Also, with regard to my epistemological presumptions, the object of the enquiry is the I. In my writing, I do remind the reader that the story has been created by me (Winter, 2002). The questions I asked myself included: *‘What am I doing?’ ‘How can I improve what I am doing?’* It was a reflective enquiry; a ‘mirror test’, that focuses on the “I” and therefore contributed to the enhancement of my personal and professional development and enabled me to theorise my practice as a form of emancipatory education. This helped me

to focus on building mutual relationships of trust and caring, rather than on the exploitation of others' weaknesses.

In terms of the principle of reflexivity, the research must also be transparent (Heikkinen *et al.*, 2007). I as the researcher showed transparency through adopting a self-study approach, within an action research methodology. Heikkinen *et al.* (2007) argue that "this will help the reader to better evaluate how the ideas have been generated and to what kind of empirical evidence they are attributable". In this study, I explained that I held myself accountable for the improvement of my own learning and the manner in which I influenced other people's learning (McNiff & Whitehead, 2006). Viewing myself as part of other people's lives, and they of mine, I adopted an insider, participative approach, in terms of which I offered descriptions and explanations of how they and I were mutually involved in relationships of influence. In an attempt to describe how these new ways of working had come about, I communicated my ideas as theories of real-life practice, providing an explanation of the actions taken in order to give meaning and purpose to my life, with the hope of influencing my colleagues.

- *Principle of dialectics* – In the text, I combined different voices – those of all participants and myself. This has made everything in the report not absolute and open to different interpretations of the same events (Whitehead & McNiff, 2006). The credibility of narrative research is based on how well the informants' voices are heard in the report (Hatch & Wisniewski, 2002). I tried to ensure that any conclusions I reached, were reasonably fair and accurate and that the voices of different people were reproduced as authentically as possible.
- *Principle of evocativeness* – Traditional research is considered a rational rather than aesthetic activity. In action research, the aesthetic criteria are reflected in the researcher's manner of writing, presentation and layout of traditional research reports. I believe that I as the researcher was able to present my research in a

way that made it seem more credible and true. My research report was not based entirely on cognitive-rational thinking, but also intended to touch the reader emotionally. This piece of work has “aesthetic merit” (Richardson & Pierre 2005:964) because it invites interpretive responses and the text is artistically shaped, satisfying, complex and not boring.

- *Principle of workability* – Heikkinen, Huttunen and Syrjälä (2007:7) highlighted the importance of arriving at some measure of “goodness” of action research. Throughout my research, I provided evidence of how this study had given rise to changes in social actions, and useable practices that, in one way or another, can be regarded as useful.

Establishing criteria and standards of judgement

Criteria entail more than just demonstrations in practice, but also the quality in which these have been executed. Hence, the emphasis is on making ‘value judgements’; in other words, what is good and valuable about a practice. As already mentioned in Chapter Two, I based my work on my aim of living out my values of trust and care in my practice. These values are my living critical standards of judgement (Whitehead & McNiff, 2006) and formed the basis of how I assessed the quality of my work and my claim to new knowledge. This I will discuss in greater detail in the next chapter.

Finally, in the next section, I provide the ethical norms on which this research process was based.

Ethical aspects of research process

Because I wanted to base my self-study on good ethics, I decided not just to study my practice, but also to improve it in a particular direction that would affect what was happening in my school. Although my research involved a self-study approach to my own learning, I negotiated access and obtained permission in writing to conduct the

research from the principal and my colleagues, whose learning I intended to influence and improve through my educational relationship with them. Involving them as sources of data or validation meant drawing up and distributing statements on ethical norms to all participants and obtaining their permission in writing (Whitehead & McNiff, 2006). I assured them that I would practise good ethical conduct, such as confidentiality and the protection of their autonomy, for those who desired this, in this study. I also assured them of their right to withdraw from the research at any stage. Consent must be requested and obtained from all research participants for their participation in research, as well as permission to publish their contributions.

To deal with the ethical problems generated by the research, I adopted a set of ethical principles proposed by Cohen, Manion and Morrison (2000) for action researchers to follow during their research:

Observe protocol – I obtained permission from the Educational District Office (see **Appendix C**) and the Principal of the school at which I was teaching (see **Appendix D**).

Involve participants – The involvement of participants is reflected in the voice I gave to all participants, as illustrated in my text. I involved the participants by means of interviews, questionnaires and, individual meetings.

Negotiate with those affected – In the study, I seldom made use of video recordings, due to the fact that some of my colleagues were not comfortable with that. Later on, I decided to do away with video recordings, because I could not persuade some to express their views on video tape. Hence, all the video tape recordings made in this study were not included, for ethical reasons. I also omitted the names of my colleagues and the name of the school, at their request.

Report progress – I had regular, short informal sessions, during which I shared my work with all the participants. Also, irregular meetings were scheduled by my critical group of friends – where I was requested to report on my progress. This improved my own understanding of the data that I had gathered.

Obtain explicit authorisation – All participants gave me full consent with regard to their participation and all interactions expressed in my writing.

Negotiate descriptions of people's work – A written text was given to participants to see and comment on where and how writings about them were used within the text.

Negotiate accounts of others' points of view – Where participants suggested amendments to the text, I included these into my account.

Obtain explicit authorisation before using quotations – I obtained permission before gathering data in a multi-media form and any form where quotations were used.

Negotiate reports for various levels of release – Portions of this work were released to and shared with various audiences, depending on the relevancy.

Accept responsibility for maintaining confidentiality – I assured my colleagues that I would put their interest first and that I would maintain confidentiality at all times, if they desired me to do so. I also informed my colleagues that they might withdraw at any time from the research if they desired to do so, and that all data about them would be destroyed.

Retain the right to report your work – I reported my work through the publishing of this account.

Make your principles of procedure binding and known – I made all people involved in my research aware of the procedures, processes and any changes in procedures that I introduced during the execution of this study. I also obtained ethical clearance from the Nelson Mandela Metropolitan University (NMMU) (see letter as **Appendix E**).

Summary

I started this chapter with a detailed outline as to why I chose action research as a design aimed to research my study. Further, I elaborated on the research process and how it reoriented the participants' view of reality, in order to change it. I expanded on the process of data collection, the depth of information being gathered, and the ethical

aspect of the research process. The process of establishing the validity, or trustworthiness, of my claim to knowledge resided in the base of evidence I presented.

In the next chapter, I will discuss the first cycle of my action research. I will provide explanations of how I monitored the process of change in my leadership practice and provide evidence of how my leadership practice changed for the better.

CHAPTER FIVE

DISCUSSION OF FIRST CYCLE OF ACTION RESEARCH: MONITORING THE PROCESS OF CHANGE IN MY LEADERSHIP PRACTICE

Introduction

In this chapter, I addressed the question: *What did I do?* I monitor my practice and learning as I strived to embody my values in my leadership practice. I provide evidence that will not just demonstrate my learning as I reflected on my leadership, but demonstrate how I began to live and exemplify my values. I articulate and communicate the standards I used to judge what I know and how I have come to know it. I organised this chapter into two main ideas: firstly, the situation prior to embarking on my journey of learning; and, secondly, how my learning influenced and changed my practice. The model below illustrates the progressive change in my practice, over time, as well as the specific steps within a single cycle of inquiry.

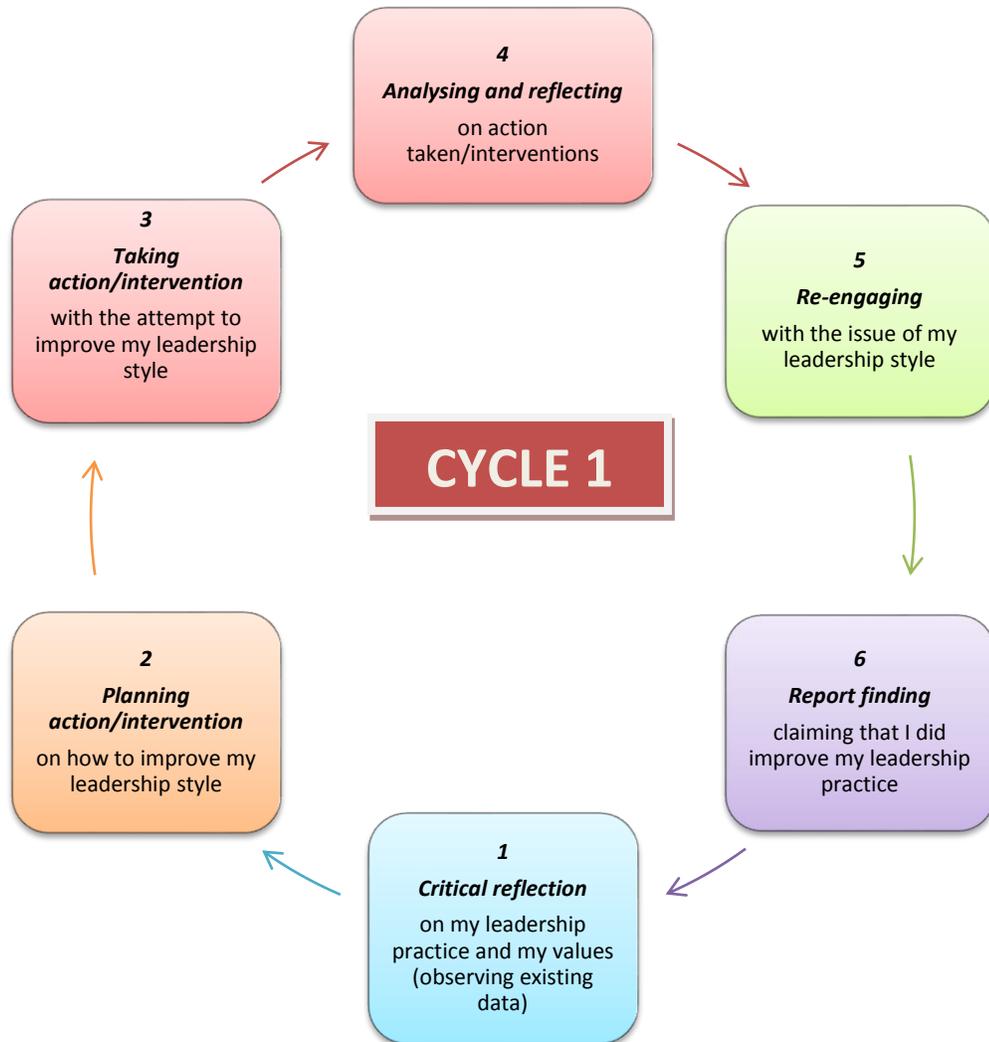


FIGURE 5.1: Cycle 1: How I monitored my practice and learning with regard to my leadership

Explaining my educational philosophy

Examining different educational philosophies and theories helped me to challenge my thinking and shape my own educational philosophy. It encouraged me to change my opinion; strengthen my viewpoint; and select what seemed best from different philosophies. This allowed me to vary my research approach, depending on the particular learning needs and styles required. As an educational leader, to better understand my actions and beliefs in respect of my school and why I had adopted these, I needed to become aware of my educational philosophy, because "true

professionals know not only what they are to do, but also are aware of the principles and reasons for acting" (Elias & Merriam, 1980:9). For my educational philosophy, I relied on my life experiences, my values, the environment in which I lived, my interactions with others and critical reading of various philosophical approaches. This philosophy served as a set of principles that guided my professional action through the educational problems and challenges I faced on a daily basis (Ozmon & Craver, 1981). Philosophy helped me to reflect on key issues and concepts in education through questions such as: *What is leadership? What are the different styles of leadership? What does it mean to be a good leader? How can I best develop my ability to lead?* I started to think deeply about educational issues, such as leader positional power, leader–follower relations, and an effective organisational culture. It became clear to me that my philosophical thinking could contribute to a better understanding of the school as a social structure and my role as leader within it. In the process of developing a philosophical perspective, I had to adopt a number of key assumptions concerning two dimensions: my views on the nature of society, and the nature of science (Cerin, 2003).

In terms of the sociological dimension, a choice must be made between two views of society. Firstly, the assumption that society evolves rationally and is unified and cohesive. Secondly, the assumption that society is in constant conflict, as humans are engaged in the eternal struggle to free themselves from the domination of societal structures. Burrell and Morgan (2006) have introduced the term sociology of regulation or regulation in human affairs. In research with this concern, the focus is on unity and cohesiveness. It proposes to explain why society tends to hold together rather than fall apart. It is also concerned with social order rather than conflict, with integration and cohesion rather than contradiction, and with solidarity rather than emancipation. It is also concerned with actuality rather than with potentiality. The opposite of research for regulation is research for radical change (Johansson & Woodilla, 2011), which focuses in finding explanations for structural conflict, modes of domination and structural contradiction. It is concerned with man's liberation from the structures that restrict and inhibit his potential for development. In this study I, took an intermediate stance, in terms of which human nature is perceive as both deterministic (or the objective

approach in terms of which everything, including human acts, is caused by something and there is no free will); and voluntaristic, or the subjective approach (based on voluntary participation in a course of action), that is, humans are born into an already structured society; however, these societal structures are constantly evolving and changing through human interaction. I am of the opinion that society is both beyond us and part of us (Durkheim, 2005); also that human behaviour is partly inherited and partly learnt (Cartwright, 2000). Society is a product of human action that, in turn, shapes how people think and act. Hence, the sociological perspective empowered me not to be just a passive observer, but rather an active participant in society (Macionis, Benoit & Jansson, 2000). The primary questions I had to ask as an individual of society at micro level were: *How do I interact to give my social settings meaning? How do I interact to maintain or change social patterns?* Social intelligence entails the ability and the skills to establish and maintain sound and cooperative relationships; sometimes referred to simplistically as 'people skills'. Social intelligence requires of a person to be aware of situations and the social dynamics that govern them, and to be familiar with the different interaction styles and strategies that can help him or her to achieve his or her objectives in dealing with others. It also requires self-insight and an awareness of one's own perceptions and reaction patterns. Understanding the basic concepts of social intelligence and evaluating themselves against a comprehensive model of interpersonal effectiveness helped me in making significant improvements in my social intelligence status and my insight and competence in dealing with others.

The other dimension, the nature of science, involves either a subjective or an objective approach to research. These two philosophical approaches are defined a number of key assumptions about ontology (reality), epistemology (knowledge), human nature (pre-determined or not), and methodology. In the next section, I explain to the reader these core philosophical assumptions and how they significantly impacted on my choice of research.

Transformation of my assumptions

As a researcher, I had to choose whether I would follow a traditional or new scholarship approach to my study (Boyer 1990; Schön, 1995). Each serves a specific purpose, has different processes, and could be better suited to specific topics. In an appeal for a review of scholarship, Boyer (1990) contended that tertiary institutions needed new forms of scholarship into a domain advanced from the traditional model of research. According to Boyer, traditional research has been the centre of academic life and crucial to an institution's advancement, but needed to be broadened and made more flexible, to address the realities of modern life such as the pressing social and environmental challenges beyond the academic domain. Boyer suggests four new, overlapping forms of scholarship: discovery, application, integration and teaching (Boyer, 1990). On the other hand, Schön (1995:26) argues that these types of scholarship proposed by Boyer is pursued, questions of epistemology cannot be avoided, since the new forms of scholarship he proposes challenge the epistemology built into the modern research university. If the proposed new form of scholarship is to be meaningful, it must intend a kind of action research with norms of its own, which will conflict with the norms of technical rationality — the prevailing epistemology built into the research universities (Schön, 1995:27). The main difference between new scholarship and conventional ways of doing research is the extent to which conventional ways of thinking and doing are open and available for challenge and change (Fear & Sandmann, 2002). These kinds of research are different from one another according to specific underpinning assumptions. There are three main paradigmatic choices to be made in research: epistemological, ontological, and methodological. I came to realise as a researcher that I had my own ways of viewing my world, known as my ontological assumptions (Grix, 2004). This world view of mine then influenced the different approaches I took to further my understanding, referred to as my epistemological assumptions. These differing perspectives, in turn, influenced the questions that I posed and the methods that I would use in my research.

As previously mentioned, I decided to adopt a self-study action research approach, in terms of which the 'I' would be placed at the centre of the enquiry and accept the responsibility of showing how I account for myself (McNiff, 2010). Action research focuses on research in action, rather than research about action (Brannick & Coghlan, 2009). This approach is interesting, but somewhat questioned by more traditional scientists. While studying at post-graduate level, I grew aware of the critical importance of a conceptual understanding, to enable me to critically evaluate current research and advanced scholarship, and evaluate and critique relevant methodologies. I also used this knowledge to select and apply techniques applicable to my own research.

My ontological, epistemological and methodological assumptions at the beginning of the research process

When I began to consider teaching as a profession, I had little or no intention of ever becoming a head of department or school principal. This could possibly be attributed to the bureaucratic organisational structures that existed in our schools and other educational institutions in general. Because of the pervasive perspective that the principal is the sole instructional school leader, prospective teachers at undergraduate level receive little or no preparation for leading (Greenlee, 2007). Katzenmeyer and Moller (2001:5) contend that teachers, who are true leaders, lead within and also beyond the classroom situation. Traditionally, an oath was made by all teacher college graduates during diploma ceremonies as a solemn pledge to honour the teaching profession. Below is a declaration I made when I received my Three-year Teacher's Diploma:

*I, Arnold Marius Johannes
on 26 March 1994
and before the congregation assembled,
solemnly declare:*

*That I acknowledge God as the source of all authority and power
and that in the exercise of my duties as a teacher
I shall at all times seek to act in accordance with His will;*

*That I recognise that I have been called to a position of great
responsibility to help growing persons to become
what they ought to be;*

*That in carrying out this calling I acknowledge my responsibility
To the community and to the school to which
I am appointed;*

*That in serving I shall seek to observe the highest moral and
professional code of conduct.*

Firstly, this declaration served to prepare me for my job as a teacher and to stand in front of a class. A rigid view existed of teachers as 'messengers of God' who were experts and always knew best. The prevailing view of teacher education authorities at the time was that the teacher had to instil respect for authority, perseverance, duty, consideration and practicality. When learners demonstrated through the results of tests and assignments that they were competent in academic subjects and traditional skills, and through their behavior that they had disciplined minds and adhered to traditional values, and both the school and the teacher were regarded as having been successful. This is the kind of thinking that influenced my understanding of being 'responsible to help growing persons to become what they ought to be' and was confined to the classroom alone. I originally viewed a school as a place where learners were supposed to learn and teachers were supposed to teach. The school was primarily a 'place of information' over and above a 'place of transformation' (Department of Education, 1996). I vowed to be a good teacher; and I fully understood my responsibility was to develop children and help them to thrive and flourish. As a teacher, I was considered to be the expert in this and did not expect the learners to question my authority or the fact that I would know what was good for them. In turn, I was taught not to question my leaders, because they were regarded as omnipotent and only wanted the best for me,

so I had to trust them. It was their right to issue orders to their subordinates and to expect obedience from them. Asking questions was disrespectful, hence I was almost tactfully forced to accept the answers my leaders gave me. I viewed my school leaders as people with expert knowledge and the formal authority to exert influence over us as teachers (Leithwood, Jantzi & Steinbach, 1999). Thus, when I became a leader, I adopted the same approach. This I feel contributed to me developing a high concern for myself and conversely, a low concern for my colleagues. My focus was on living up to this highly moral task and professional code of conduct. The principles set out in the South African Council for Educators Code Act, No. 31 of 2000 on professional ethics dictate that teachers have to act and behave in a manner that would not bring the teaching profession into disrepute. The only thing that was important to me, was the imparting of information to others. In my thinking, children could not think for themselves; they depended on me to think for them. Subconsciously, I viewed my learners as empty vessels and passive receivers of knowledge to whom I should transmit ready-made knowledge, what Freire (1970) refers to as 'banking education'. On the other hand, and more positively, my ontological stance, which takes cognizance of the right of all people to be treated with respect and dignity, led me to approach my work with a sense of commitment to providing a supportive learning environment for learners (Mampane & Bouwer, 2011). My values are the cornerstones constitute of my ontological stance in life. Even before this research and without my conscious awareness, these values served as points of reference for my interrogation of acts of self, through engaging in reflection in and on my practice, as recommended by Schön (1995), as well as for my interaction and relations with my learners.

Secondly, this declaration did not foresee that my role would one day change from that of leading learners to that of becoming a leader responsible for leading teachers. My work took on another dimension, that of working with educators, learners, parents and others, who often held different values and viewpoints (Dimmock, 2011). This created power struggles, as I attempted to impose my ideas on these adults who could and wanted to think for themselves and have their ideas listened to. These changes required new skills, which I did not possess. My most obvious dominating leadership

response style led to several battles of 'I win/you lose' situations — I used power and aggression to force my viewpoints in conflict situations (Johnson, 2003). I was primarily concerned about status, power and organisation. I unintentionally opted for a traditional work environment, in terms of which the leader sets the rules, the quotas, assigns the work and evaluates the performance of employees. While good management requires good leadership skills (Fairholm, 2004), I saw my overall function as maintaining efficiently and effectively current organisational arrangements, rather than changing them. My responses demonstrated total disregard for the rights and feelings of my colleagues. I often displayed hostility and sarcasm, and forced my feelings, beliefs, views and decisions on them. I also tended to shift of responsibility for my own actions by blaming them when things did not go as planned. Frequently, unpleasant, intense relations emerged as a result of my behaviour. My tactics and strategies included humiliating others for their ideas and beliefs, making sarcastic derogatory remarks, and forcing concessions from them without being prepared to do the same myself. Nonverbal behaviours included glaring or condescending eye contact, aggressive or threatening body posture, and hostile facial expressions. Below is an excerpt of a petition drawn up by teachers demanding an apology for an offensive statement I made during a staff meeting:

"We demand that he [Mr. Johannes – the Acting Deputy Principal] takes back the statement he made to the meeting on the 10/02/2012 that the school is not performing well because of the assessment tasks set by the teachers of our school are pathetic (offensive word)".

As the Deputy Principal of my school, assessment was my responsibility. Assessment is the backbone of any school, because it is the yardstick against which the successes and status of any school are been measured. This made me anxious, because I knew that assessment was one of our greatest challenges and needed a radical turnaround if I had to gain and retain respect as a school leader. Hence, at times I would simply lose my cool and utter words that would express my dissatisfaction in no uncertain terms. I would purposefully say things that I knew would hurt people to drive them to action.

In 2001, I was employed at the “Plough Back” High School as the Head of Department for Science subjects. Having been a teacher for only five years, I suddenly found myself in a leadership position. Where decisions were taken for me in the past, I now had to initiate and make decisions by myself. I remember being scared of the tremendous task ahead of me, but also excited to be afforded a chance to add value to the existing leadership. I had no management or any leadership experience, apart from being a classroom teacher for a period of five years. My knowledge about management and leadership was limited and based primarily on what I read in books and vicariously learnt from watching others. Also, I later heard from the Principal that I had not actually been the school’s number one choice for Head of Department. I simply got the post because the person whom the interview panel initially recommended, accepted an offer from another school. The school was apparently hunting for a person with leadership skills, somebody who was strong and creative. I did not receive this news well, because I now saw myself as the school’s second option. Therefore, I wanted to prove to the school and myself that appointing me was the correct choice. I tried to prove myself by working extra hours, being the first person to arrive at school, and the last person to leave. I also approached HODs from neighbouring schools for assistance in work related matters, concerning mostly curriculum and management duties. I did this, because I was serious about doing my best as a HOD and leader and did not want to embarrass myself. Soon, I was approached by the Principal to represent him at a number of forums and meetings. At times, I would also be asked to act as the person in command when both the principal and the former Deputy Principal were absent from school. I realised that that presented an ideal opportunity for me to prove my competence. It made me feel fulfilled and good about myself, because I thought I was living out my dream. However, I did not look at my own behaviour, but grew rather obsessed with the conduct of others. I did not critically reflect on how I was living out my values, and in the process I offended others and became even more autocratic. This was my stance when I embarked on further studies I expected to learn objective skills and facts to help me deal with problematic people and issues. I did not accept the need to look at my own behaviour and reflect on how I might be contributing to problems through my autocratic conceptions of leadership.

For example, I observed that the bulk of learners at my school were not staying with or were not being raised by their biological parents; they either stayed with their grandparents, or other family members. I decided to investigate this to learn if substitute care would have a significant impact on learner performance. I embarked on a Master's Degree in January 2007 with the formulated research question: *What are the influences of substitute care on learner motivation?* Because I cared about my learners, I wanted to find out what impact substitute care had on learner performance. Depending on my findings, I would then formulate recommendations for teachers in providing a positive environment that would support learners in substitute care, especially with regard to their school work. From my study, I learnt that substitute care influenced learners both positively and negatively. An environment in which children receive the love and support they need becomes more acceptable behaviour amongst children. On the other hand, a lack of parental involvement, financial support, love and encouragement creates feelings of bitterness and anger. Learners then learn to cope by suppressing their true emotions and feelings. After the completion of my study, I felt positive about what I had learnt. I did not then realise that this objective form of research on people made little positive impact on my learners' lives and benefitted no-one but myself.

Consider the following extractions from my dissertation, showing that I adopted an outsider approach to the study:

...the researcher ...studies the feelings, beliefs, ideals, thoughts and actions of participants and the way in which they give meaning to their surroundings...

...the researcher ...observes what is happening as it naturally occurs; in other words, there is no manipulation with variables, or interference...

Data occur naturally and can be regarded as neutral, unbiased and representative...

The aim of ...researcher... is to understand and interpret the world of the research participants...

...the researcher interacted with the subjects being studied...

The researcher was not influenced by preconceived notions and did not influence the study....

The above extracts clearly show how my objective and positivistic ontology affected my epistemological beliefs which, in turn, affected my view of human nature. I took a positivist approach, meaning I assumed that reality is separate from me – I researched from a distance on a subject that was unfamiliar. I considered myself as the subject and my object (the phenomena in the world that are my focus) to be two separate, independent things. Firstly, my research question stemmed from an ‘outsider’ view. The phrases: ‘study the actions of participants’; ‘observes what is happening’; ‘interpret the world of participants’; and ‘the researcher was not influenced’ are a clear indication of how I perceived myself in relation to my environment and other people. Because I saw myself as separate from my participants, I assumed an outsider approach to research – a spectator form. The term ‘subject’ is impersonal and refers to an area under discussion, instead of to people with feelings who are able to think for themselves. I tried to construct meaning in the absence of others. It was not easy to remove myself from activities and to identify generalizable principles and predict how they would affect outcomes. Action depends on the beliefs and values underpinning the individual’s perspective (Carr & Kemmis, 2005). The understanding that informs practice is not ‘theory’, meaning falling outside practice, but rather a process of ‘theorising’, in which meaning exists in the relationships between the elements that comprise the practice (Winter, 1998). Elliott (1991) suggests that there is a difference between ideas ‘about’ education and the ‘educational’ meaning of an idea, which can become clear in action only. My view of reality was abstract, since the knowledge creation process involved no interaction. But as I progressed in my learning, I came to realise that knowledge of the world was intentionally constructed through a person’s lived experiences. I had to learn to negotiate my meanings with other knowing individuals.

I was fortunate to attend a weekend retreat as part of a group of students and their supervisors who intended to employ action research as the chosen methodology for their studies. This was a special initiative from the Education Faculty of the University to establish interest in and capacity for action research. To most of us who attended the retreat, action research was a fairly new concept and research methodology. Not many dissertations and theses with regard to action research at the University were in the

public domain at the time. Initial discussions were conducted by Professor Jean McNiff, who is well known in the field of action research. Peer discussions on the development of a research proposal, research methodology and ethics were amongst the issues she addressed. Based on the input I received that weekend, I decided to explore action research as a potential methodology. The main advantage of changing from traditional scholarship to new scholarship for me, was that I believed that it would give meaning to my life in terms of what I passionately believe in – my values – so that what I valued would become my guiding evaluative principles (Whitehead & McNiff, 2006). As suggested by Lakomski (2005), I came to see leadership from a different perspective, as I was exposed to new ideas about the need to adopt personal responsibility for professional development (McNiff, 2013), rather than waiting for the government or another outside agency to make decisions and take action on my behalf. As I read more about action research and the inclusive and participatory paradigms informing it, I came to learn that I had to change my prior conceptions about leadership. I had to develop new skills and styles of working. I had to become capable of leading and guiding teams and [be] able to interact with communities inside and outside the system (Department of Education, 1996). I came to realise that my success as a leader was being judged by how well I helped others to develop their potential (Page & Wong, 2000) and that good leadership was characterised by team-orientated, participative and humane approaches (Somech, 2006). Leaders must learn to lead by empowering rather than by controlling others. This learning influenced my thinking about how I would take ownership of effective leadership practices. I wanted to focus less on a task-oriented, autocratic approach to focus on interpersonal and democratic inspirational leadership (Van Engen, Van Der Leeden & Willemsen, 2001). I wanted to transform my views from promoting leadership as a hierarchical form of power and control to where my leadership would promote empowerment, sharing power, and accepting the power that others possess (Yoder-Wise, 2013). Initially, I thought that this study would assist me in improving my leadership as a HOD at my school, but soon I was forced to refocus when I had to take over the Deputy Principalship. In 2009, the former Deputy Principal retired and the School Governing Body (SGB) conducted internal interviews to appoint

someone to act in the post until such time it could be advertised and permanently filled. I was appointed to act in the position as Deputy Principal of the school from 2010.

When I commenced with my Ph.D. research, I did not clearly understand what I was doing. Even though my thinking had shifted in theory, in practice my focus was still on my colleagues and what they were doing, rather than on myself and my own experiences. I found it difficult to shift my discourse from that of traditional scholarship. Although in my eyes I was doing a good job as Deputy Principal, my colleagues were not so happy with my practice.

I needed to ensure that our school's good results were being maintained. I also knew from my reading that intrinsic motivation caused people to do more and resulted in higher performance (Zhang & Bartol, 2010). According to Winston (2003), organisational commitment is the followers' level of positive belief toward the organisation and its goals and the level of behaviour committed to accomplishing the organisational goals. Here are some examples of what I did to try and encourage a more internal locus of control in my colleagues:

I changed every Wednesday morning's briefing session of 15min before the start of the academic school day to be a teacher motivational session. I invited different leaders from the surrounding community to address the staff. This was a good activity and I got a number of positive feedbacks. But, regardless something was missing. I became frustrated I realised that this was only a quick-fix and carried no substance. Teachers did not develop much within their relational practice and whatever I was trying to do was reinforcing submission to my relationship of power. The emphasis was on them and that they needed help and needed to be fixed. They were demoralised, they needed to be motivated (Personal Diary entry: February 2010).

Keeping a reflective diary helped me to become more critically aware of how my well intended actions were actually affecting others. Certain working conditions at my school, such as poor teacher relationships, poor discipline, low socio-economical conditions of learners and lack of money, status and security, contributed to the low morale among teachers. Leadership and motivation cannot be separated (Le Tellier, 2006). Leadership behaviours have the greatest influence on optimising teacher motivation. I

realised that I needed to play an active role in teacher motivation and as the Acting Deputy Principal of the school I felt obligated to search for a possible manner in which this challenge could be addressed. Unfortunately, I approached it in the wrong way and imposed reform from the top down without the sufficient involvement of colleagues in deciding on the best way to increase their own motivation. Without any consultation, I embarked on my mission of addressing this problem of low teacher morale and lack of motivation. I believed that I — not the teachers — had the solution to how their lives could be improved; I never created a space for teachers to voice their own needs or set their own goals. I felt pleased about my efforts to assist teachers, ignoring the fact that they have a central role to play in the resolution of the problems of education. For me, what was important, was that educational leaders find ways to retain teachers in the profession and ensure that their motivational levels remain high.

I was aware of the fact that motivation defined the success or failure of any task and undertaking (Suslu, 2006). During the sessions, it was clear that some teachers appreciated my efforts and intentions, based on their enthusiastic participation and the fact that some were quite vocal about it. Unfortunately, others simply regarded it as a waste of time. This was evident from the fact that teachers were rarely all present at a session. Furthermore, I was shocked when it was suggested by one teacher in a staff meeting that the motivational sessions be held once a month, instead of on a weekly basis. This suggestion angered me because I felt that this was a strategic move to get rid of what I thought was needed.

I sensed a lack of communication between the teachers and myself and realised that they did not understand what I was trying to do. Also, I saw no sense in entering into dialogue; I thought that it would be a waste of time. The latter clearly demonstrates that my actions were in contrast with my supposed research paradigm of action research. Instead of being democratic, inclusive and encouraging participation (Stringer, 2013), I was operating from a position of power and seniority; I was positioning myself as a leader who knows everything. I was still viewing knowledge as 'out there'. My actions indicated my traditional epistemology: what is known is separate from the knower. I did

not see myself as part of the same reality that I was studying. I still tried to be a neutral researcher, value-free, just an observer who collects data and should not influence or being influenced by the research. Initially, my aim in this research was to collect data and generate evidence to support my findings – a completed story, disregarding the knowledge and feelings of others.

The impact of my traditional leadership style at the beginning of the research

When I was appointed as Acting Deputy Principal in 2010, the only desire I had, was to lead the teachers to achieve organisational objectives (Obiwuru, Okwu, Akpa & Nwankwere, 2011). I preferred to act as an individual rather than as a member of a bigger group (Hofstede, 2001). For example, when I chaired School Management Team (SMT) meetings, I forced my views on the team, without giving members space to discuss or express their own views. The emphasis was on task orientation, obedience to orders, and top-down management control. Minutes were never made available to HODs, resulting in the same issues being discussed in every SMT meeting. Meetings were prolonged, due to unhealthy debates, and agendas were therefore never completed. HODs later expressed that the meetings were unproductive, because their contributions were not valued and they were given little recognition. This resulted in much tension between the SMT members and myself.

- **HODs Quarterly Operational Plan:** HODs are being reminded of the items that should be in the quarterly plan, since some monthly reports and quarterly plans were incomplete. The meeting suggested HODs to correct this. The meeting suggested we look at the monthly reports in detail at the next meeting (*extract from minutes of SMT meeting – 10 February 2010*).
- **Daily Preparations:** HODs are being reminded to monitor the daily preparations, to ensure that teachers are coming to school prepared (*extract from minutes of SMT meeting – 10 February 2010*).
- **SMT Workshop – 12 February 2010.** The SMT will be having a workshop on Friday on Teamwork and Team Dynamics (*extract from minutes of SMT-meeting – 10 February 2010*).
- **Submissions by HODs (especially the weekly operational plans):** Mr. Johannes informed the meeting.... that if they (HODs) failed to plan ...we are not getting anything done. One of his crucial duties is to supervise the work of the HODs with the intension to support ... (*SMT meeting, 22 February 2011*).

Unfortunately, when I applied a linear, top-down approach to my own leadership practice, I had to conclude that I was having a negative influence on my colleagues. The fact that I referred in the minutes to *suggestions from the meeting* instead of suggestions from myself reflects my lack of acceptance of responsibility for my actions as a leader. The HODs under my direct supervision were not showing any discernible growth and change in the way they carried out their daily tasks. I experienced them as unwilling to take risks; to be less than open and honest; and to be resistant to any change. This pointed to a mutual lack of trust. However, in terms of the servant-leadership theory (Spears, 2004), the blame for this lack of growth/cooperation should not be placed at the feet of the HODs, but rather at mine, pointing to my ineffectiveness as leader.

Looking at my leadership style, I made the following observations: I always had a hectic schedule, and deadlines became a huge challenge. My understanding of leadership was simply 'telling people what to do'. My thinking of leadership was that I was entitled to direct, drive, instruct and control my followers (Yukl, 1994). My traditional notion of leadership was embedded in centralisation, differentiation of task, hierarchy, rigidity and control, exclusiveness and individuality – in direct contrast to the inclusive and democratic values that underpin action research (McNiff & Whitehead, 2002). I focused on the task and ignored personal feelings and relationships. Although I sought for opinions, I never relinquished the right to make final decisions. I guarded against threats to my authority in the group and fought if necessary to maintain it. I relied heavily on policy to meet the school's organisational goals. I became strongly committed to procedures and processes, instead of to people. This kind of leadership hampered the achievement of organisational goals. There was no shared vision and little motivation beyond compulsion. I stifled commitment, creativity and innovation by acting in this autocratic and task-oriented manner (Bluedorn & Jaussi, 2008). Conflict between myself and the teachers became a common occurrence. Below is an extract from a note I wrote to the School Principal on an incident between another SMT member and myself. This writing is a good example of what I have just described:

On 03 August 2010, I was confronted by Mr. R, who wanted to know from me why I highlighted in the staff attendance register that he left school early without any permission granted by myself or the Principal. His argument was that I should have consulted with him first and obtained the reasons for him leaving earlier before highlighting his name. My argument was that I warned everyone in the staff briefing of misconduct regarding attendance and absenteeism. In my reasoning with Mr. R, I made it clear that he wanted me consult with him first, but acted disrespectfully from the onset by leaving the school earlier without the consent of the principal or myself. He replied in a high tone of voice, saying that I should leave the matter like it is and if I wanted to be in bad relations with him so be it, which he repeated several times. Also, I could write anything down in 'that' book of mine, he couldn't care. He also said that he couldn't care about the Principal, and would do as he pleased. "I am not that stupid to leave the school at two without a good reason". Mr. R left my office, furious and verbalising loudly, whilst other colleagues observed. My concern in this matter is that Mr. R is a SMT member, and is clearly not behaving in the interests of the school, but in his own. He refuses to conform to the norms of and standards of our institution. If management is acting in this manner, how can we lead with double standards? What kind of message do we send out to them who we suppose to lead?

Regarding the above incident, there is much that I can use and say to justify my behaviour and 'prove' that my actions were right compared to those of my colleague. In my opinion, it was obvious who was wrong and who was right. But I have since learned to critically reflect on my leadership and have concluded that the obvious is not always so obvious. Here, I was letting emotions drive my decisions. I allowed my own ego to get in the way of my relationship with a colleague. I did not listen effectively, I did not communicate effectively. I could have handled the situation in a better manner. Clear, concise, accurate and timely communication of information could have prevented this unnecessary conflict. Through effective communication, I could have identified and addressed underlying tensions more effectively before things started going wrong. I showed a lack of empathy and sensitivity. I used my power to shame the teacher. Rather than trying to find out how to motivate him, I castigated him. I was more concerned about the undermining of my authority than the reasons he put forward to justify his behaviour. My credibility as a leader was damaged, because what I said, was not matching what I did. Kahl (2004) states that leaders who do what they say, engender trust. In a memorandum written and signed by all the educators in my school, I was accused of bad leadership, and it was made clear that I had totally lost their trust.

Below is an extract of the memorandum in which the educators at my school demanded that I step down as Acting Deputy Principal.

No transparency ... and ... the use of offensive words. Mr. Johannes has been hailed a good HOD and often treated differently by the Principal, but the results of the Science Department during his supervision leaves much to be desired..... [We request Mr. Johannes to] step down and do the work that he was employed for. We need a Deputy who will work with the team and not as an individual.

At first, I was in denial and refused to accept the fact that my colleagues had no confidence in my leadership abilities. Hence, I continued as normal, until I reached a stage where I could no longer accept the pressure of both my colleagues and my own feelings of guilt and shame. Only after critical reflection, did I realise how much I had contributed to the dilemma in which I found myself in. A clash existed between the desire of the teachers to work in a more collaborative way and the bureaucratic norms which I had adopted and which had influenced my style of leadership (Singh, 2006).

This experience made me feel ashamed of my actions and incited me to change. I began to see the need to establish an environment conducive to team participation, knowledge exchange, broader responsibility, trust and flexibility (Kumar, 2000) — a complete change, rather than simply an adjustment. After considerable reflection on this incident, I tried to build an environment more supportive of change (Davidoff & Lazarus, 2004) and adopted a more appropriate leadership style. The characteristics of the school and its environment influenced the kind of style I adopted. I decided that I needed to reflect on the ethos of our school in my leadership. We are regarded as a community school, because of strong leadership influence and our involvement in numerous community projects. Some of these include invitations to speak at local and national educational conferences. Below is a newspaper extract from the Teacher Upfront series hosted by the Wits University's School of Education, in which my Principal was invited to participate:

“We partner with feeder schools, we reach out to poorly performing schools, we employ social workers and we have established an information resource centre for the learners of the school and the surrounding community” – Morgan and Dale-Jones, Mail & Guardian 12 August 2011

We are viewed by ‘outsiders’ as a model school, because of our modern approach to educational matters. According to our school’s mission and vision statement, comprehensive collaboration is achieved through sustainable partnerships between schools and its community. We value each partner’s assets and contributions and all stakeholders are motivated to work together toward a shared vision. Unfortunately, regardless of how good this may sound, some things concern me greatly. As a school leader, I was aware of many problems that might not be immediately evident to outsiders regarding our community responsibility and engagements. Firstly, only the Principal and I were at the forefront of all these actions; there was no involvement whatsoever by other staff members. I was not convinced that I was doing enough to create an environment conducive for everyone to explore their talents and achieve excellence. I began to realise the importance of nurturing a supportive learning environment that promotes a work climate in which ongoing personal and professional development is encouraged and nurtured and in which the potential contribution of everyone is valued. I was concerned that because others stated that we were doing well, that we would accept this and not strive for improvement.

My changed ontological, epistemological and methodological assumptions

As I engaged with literature and had to report on my progress to my study leader, I became aware that action researchers should have a subjective understanding of issues. In this study, I began to understand that I had to become a ‘subjective actor rather than a detached and impartial observer’ (Lester, 1999:1). As an action researcher, I needed to make my reader aware how my own preconceptions and my own interpretations and meanings influenced actions. I learned not only to ask questions about external social issues or situations, but also to focus on the personal beliefs, knowledge and experiences of myself and other people. Because of this form of self-reflective enquiry undertaken in my own social situation (Carr & Kemmis, 2003), I

became a contributor to my own learning (McNiff, 2010). I further learned that I should not set out and try to establish what was wrong with other people, but rather pursue knowledge about how to improve my own practice. I realised that my focus should not be on research on or about people, or finding all available information on a topic looking to find the right answers; but instead, on trying to improve my skills, techniques and strategies. It was not only about learning why I was doing certain things, but rather how I could do things better. I had to focus on how I could change myself to positively influence my social environment (Whitehead, 2008).

In this section, I show how I modified my concerns, ideas and practices, based on my evaluation. My study is a self-study action research in which I am placed at the centre of the enquiry (McNiff & Whitehead, 2006). This theory is grounded in the ontological 'I' and how I was influenced by my own thinking and experiences. My personal and professional development with regard to my study has had implications for my ontological and epistemological stances. My ontological values transform into my ontological standards of judgement. Ontology refers to the way in which we view ourselves in relation to our environment and other people (Wood, Morar & Mostert, 2007). It deals with the question of what we regard as real. In this study, I demonstrate to the reader how my ontological assumptions with regard to the meaning of leadership changed. After being influenced by literature and critically reflecting on my relationship with others, I moved away from a 'great individual' perception, which concentrates on the leader's individual skills, characteristics and position, to the notion of 'leadership', where the focus is on the quality of the relationships within a group, with a common, shared goal (Spillane, 2006). Previously, when referring to leadership, I referred to hierarchical models and authority roles, but now I began to see leadership as a powerful tool within the educational context that could enable people to demonstrate and exemplify their values through their actions, both individually and collectively. According to Avolio and Gardner (2005), leadership starts with the personality of leaders, articulated in terms of their values, view of themselves and their emotional and moral standing. This alerted me to the fact that I needed to serve as an example and live out the values that inform my leadership — I had to make sure that I knew myself well,

conducted myself according to accepted values and worked on my emotional intelligence. Day, Harris and Hadfield (2001) sum up this idea when they state that “good leaders are informed by and communicate clear sets of personal and educational values, which represent their moral purposes for the school”.

As an education leader, I have to make tough decisions every day of my life. I encounter several circumstances each day that test my tolerance, my character and my ability to stay in control of my emotions. My values, which form part of my ontological perspectives and are embodied in my “life-affirming energy” (Whitehead & McNiff, 2006:24), began to act as my guiding principles, which shaped my priorities and reactions. They serve as my pointers, which inform my life, making me feel content, confident and satisfied that I do live them out.

I started this research by articulating my values and asking whether I was true to them. I realised that my actions and words were not aligned with my values, which gave me a sense of discomfort. This is what McNiff and Whitehead (2006) refer to as a living contradiction, referring to the dissonance (Festinger, 1957) that is experienced when you do not live according to your values. Through this learning, I acknowledged my personal values and determined to live by and honour these values, regardless of the challenges I might meet. Through this change in my thinking, my relationship with my colleagues became less turbulent and more productive. The core values that resonated with me for the purpose of this research included those of trust, caring and unity. I believe that through these relational and inclusional values (McNiff & Whitehead, 2006), I have influenced the education of social formations currently existing in my school by making a clear link between my values and my practice.

I did this by addressing issues of injustice and marginalisation in social formations. I encouraged knowledge attainment in existing social formations by having teachers critically review their practices, with a view to changing and improving. I encouraged conscious ethical practice, which enabled others to speak for themselves and to value each person’s contribution. Firstly, it was important for me to understand and recognise

my own personal values (Peregrym & Wolf, 2013), the fundamental building blocks of character that outlined who I was inside — and which made me unique. Secondly, it was important for me to understand and recognise that these values involved my interaction with people — the internal rules that tell me how to treat others. I began to align my attitudes and behaviours with my values. I became conscious and guarded personal factors, such as my mood, and external factors, like the expectations of others that might influence me to act contrary to my values. This implies that as I lived out my values of trust, caring and unity, my interaction with others improved and served to inspire them towards mutual goal attainment in a way that conveyed respect, and so would influence them to also act in this way.

My new understanding of leadership recognised the importance of its moral dimension (Yukl, 2006). My willingness to subscribe to my values and to apply them in my practice confirmed my moral commitment to life. The moral dimension of leadership is based on normative rationality; rationality based on what I believe and what I consider to be good (Sergiovanni, 2001). This moral dimension integrates my respect for human dignity and fundamental human rights. The ethical imperative demands that I do first what is good, right, proper and just — personal gain can follow later. To me, leading with moral purpose means commitment to making a positive difference in the lives of others. It means identifying what is stopping me from living out my values; the barriers that exist to my leadership contributing to an improvement in school culture and effectiveness. Through my leadership, I could serve as an ideal role model for followers and constantly inspire, empower, and stimulate followers to exceed ordinary levels of performance. I realised that I could not achieve things on my own. All I needed to do, was to chart the way forward, lead by example, and communicate what needs to be done; I did not always have to do the leading.

I began to understand that action research would provide me with a research methodology that integrates theory and practice as I draw on theoretical knowledge “from other fields of social science in order to test its explanatory power and practical usefulness” (Somekh, 2006:8). Action research is value-laden. The object of the

enquiry is the 'I'. It demonstrates a shared commitment towards 'we-I' and believes that this social interaction is important for the development of knowledge (Carpendale, 2014). Action researchers aim to produce their personal theories to show their own learning and invite others to learn with them. They never look for a fixed outcome. This understanding helped me to make sense of and to bring more meaning to my life. Although methodology is important in research, it helped me to move beyond that and to rather focus on the underpinning structure of our values and intentions in living our lives (McNiff, 2010). Action research thus became a paradigm through which I viewed my life and interaction with others. Firstly, as a self reflective practitioner, I needed to become aware of what was driving my life and work, so as to determine what I was doing and why I was doing it. During this time of introspection on my values and beliefs, I felt compelled to develop an action plan to reduce the cognitive dissonance I was feeling as a result of not living fully in the direction of my values. I reflected deeply on the early part of my own career. I started seeing myself in relation to my colleagues when I took ownership of my own learning and my influence on them. I became more conscious of what happened as I executed my actions. I began to think about what I was doing and to reflect on what I was learning.

Transformation of my leadership style

The idea of change was frightening and caused me considerable discomfort. It felt like stepping into the unknown, a move out of my comfort zone. I had to learn to overcome both external and internal barriers: loss of control, uncertainty, and pride are just some of the personal issues I had to deal with. I concur with Glasser (1990:41), creator of choice theory and world-renowned pioneer in the field of internal control psychology, who notes:

“What happens outside of us has a lot to do with what we choose to do, but the outside event does not cause our behaviour. What we get, and all we ever get, from the outside is information; how we choose to act on that information is up to us”.

Change was a threat to my power and status at the school. I felt I needed considerable courage to make those changes, to take those first steps. After reflecting on my feelings and thoughts, and what I assumed others might be feeling, I decided to make a profound and constructive change in my life. I decided to reject the autocratic style of traditional leadership and to adopt a more democratic and participative leadership style that would allow me to live out my espoused values. I tried to create a climate within the organisation that limited the restrictions preventing individuals from realising their potential and fulfilling their needs and that would at the same time contribute toward achieving organisational goals (Polleys, 2002). I began to listen; to develop an awareness of what was happening around me; I vowed to learn to persuade rather than force people to adopt my opinion; I wanted to build community through better communication and the building of trust. I did this by regularly reflecting on how I interacted with others, and analysing the feedback from them in order to make me more aware of the influence I was having on them.

Through reflection, I began to regard my ‘failure’ as a Deputy Principal more as a learning experience than as something to fear, and this allowed me to be able to process the experience. I was willing to ‘take the punch’ and risk some emotional pain for a while. My learning informed and challenged my existing conceptions of meaning and, in the process, provided an opportunity for acquiring new meaning (Krauss, 2005). I did not see any immediate improvement in my interactions with my colleagues, but began to feel better about myself, because I had dared to face that fear and take some action. I communicate the meanings of my embodied and ontological values by showing their emergence in my action (Whitehead, 1989). This meaning serves as the underlying motivation behind thoughts, actions and even the interpretation and application of knowledge.

The transformational impact of my new leadership style on my practice

Leadership is fundamental to the social, moral, economic and political richness of any society (May, Chan, Hodges & Avolio, 2003). This dictates that leadership is socially constructed and culturally sensitive. Within the contemporary literature, I consulted various authors (Krüger, Witziers & Sleegers; 2007; Van Wyk & Lemmer, 2008; Ngcobo & Tikly, 2010). Leadership is observed as a central element affecting change, reform and improvement within a school. After a careful examination of the *status quo* at my school, I looked for a way in which I could work to improve the quality of my leadership by taking up issues and opportunities that matter to all of us and not just what was of self-interest. I began to understand the importance of capacity building as a tool to generate and sustain school leadership and performance (Fullan, 2002; Harris & Lambert, 2003; Hopkins & Jackson, 2003). I started living out my leadership in a constructive manner and it became a major factor affecting teacher morale in a positive way (Pepper & Thomas, 2002).

In the section below, I introduce a few of these men who influenced my thinking in terms of my leadership. They were assigned a leadership role at a young age, because they had caring hearts. They were committed to a better and brighter future for all people. They impressed me with their bravery and committed contribution to their fellow human beings. When I compared my own leadership to theirs, I began to question the effectiveness of my leadership and the system in which I found myself.



PICTURE: 5.1: Enoch Mankayi Sontonga

Source: www.sahistory.org.za [Accessed on 30 March 2010]

Enoch Mankayi Sontonga wrote and composed *Nkosi Sikelel' iAfrika*. He hailed from the Mpinga clan of the Xhosa nation, born in 1872 in Uitenhage. Sontonga died of unknown causes at a youthful 32 years, in 1905. He qualified as a teacher from the Lovedale Institution and later attended the Methodist Mission School in Nancefield, near Johannesburg. Sontonga was a composer, choirmaster, photographer and lay preacher. The humble and obscure life of Enoch Sontonga has inspired me. Although he died at a very young age, he lived a full life. He influenced people by what he did best: his composing skills. He consciously chose to lead, as a way to serve the development of others (Greenleaf, 1977), creating change by inspiring others (Bennett, 2001). He was able to create an environment that encouraged emotional healing in a crucial time of oppression, and his contribution is still relevant and inspirational today, over 100 years after his death (Barbuto & Wheeler, 2006).

On Heritage Day, 24 September 1996, the then South African President Nelson Mandela unveiled a monument in Sontonga's honour, describing him as an African patriot: "By the pride with which we bellowed your melody and its lyrics – in good times and bad – we were saying to you, Enoch Mankayi Sontonga, that with your inspiration, we could move mountains ... you remind us with every breath we take, that we have the nation that you prayed for, a nation that we hope to make better, a nation growing in

peace and with God's blessing. You remind us that Africa's children are indeed lifting themselves up in her renaissance.”

The ANC hailed many Black political leaders as heroes of the revolutionary struggle in the country. Subsequently, schools were named after them, as a tribute to their courage and dedication. Examples include the D.D.T. Jabavu Secondary School in Port Elizabeth and the Solomon Mahlangu School in Uitenhage.



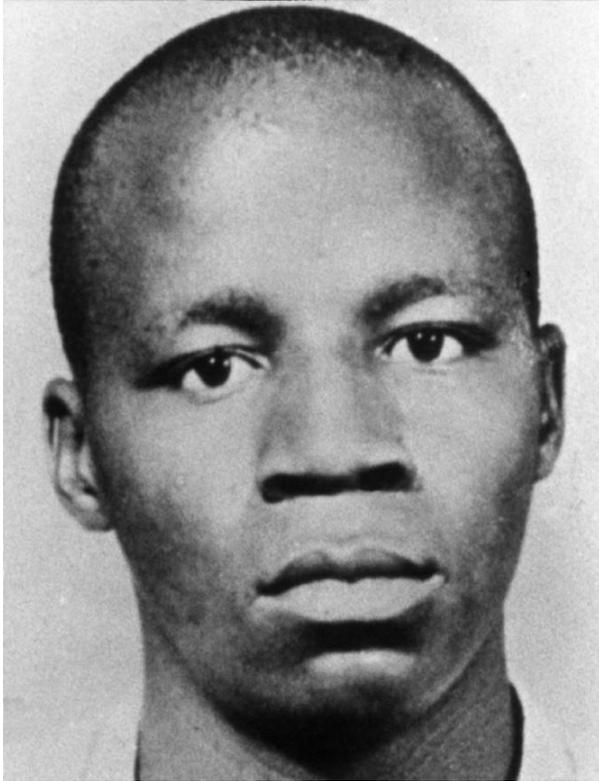
PICTURE: 5.2: Davidson Don Tengo Jabavu

Source: www.sahistory.org.za [Accessed on 30 March 2010]

Davidson Don Tengo Jabavu was born in the Cape Colony in British South Africa on October 20, 1885. He died on August 3, 1959. Jabavu was one of the first Black South Africans to attain a university degree. He subsequently served as a college lecturer, an advocate for teachers and farmers, a lay preacher and a political leader. He was highly passionate about educational issues throughout his life (Higgs, 1997). Jabavu defined himself as a role model for the less fortunate Africans. His goal in life was to educate them, to help them progress. Recalling his childhood, Jabavu wrote, “my father ... kept telling me, ‘my son, I am educating you to go and be a servant to your people’”. When the Royal African Society awarded him a Medal in 1957, he was praised as “a

distinguished African educationist who dedicated his life to the advancement of his people” (Higgs, 1997:159). On accepting the Medal, Jabavu told his audience that his constant goal was “to do something for my people, not to get something back”. Richard Elphick, a Professor of History at the Wesleyan University, described D.D.T. Jabavu as “a black leader who helped shape many South Africans worlds – black and white, rural and urban, secular and sacred ...” In 1942, he was granted the rank of the first black professorship by the South African Native College (now known as Fort Hare University). In 1954, he was awarded an honorary doctorate by Rhodes University (Higgs, 1997:153).

On a sad note, the school carrying the name of this great leader and respected man, the D.D.T. Jabavu Secondary School, has been listed as one of the ‘Schools of shame’ as reported by *The Herald* newspaper (Matomela, 2010). The school was labelled as the worst performing school in the Port Elizabeth District, on obtaining a matriculation pass rate of only 11,1% in 2009. Currently, the school is one out of six schools in the city left abandoned after the school was closed down earlier this year and pupils were relocated to another nearby school.



PICTURE 5.3: Solomon Kalushi Mahlangu

Source: www.sahistory.org.za [Accessed on 30 March 2010]

Solomon Kalushi Mahlangu was born in Pretoria on 10 July 1956 and died in 1979, having been wrongfully accused of murder and terrorism in 1977 and executed by hanging in 1979, at the young age of 22. His father left the family whilst he was still very young. His mother, a domestic worker, carried sole responsibility for his upbringing. He attended the Mamelodi High School up to Standard 8, but did not complete his schooling, as a result of the school's closure following to ongoing riots. Mahlangu joined the African National Congress (ANC) in September 1976, and left the country to be trained as an Umkhonto we Sizwe (MK) "The Spear of the Nation" soldier. The training camps were set up in Angola and Mozambique. On 11 June 1977, Mahlangu returned to South Africa as a cadre, to assist with student protests. Mahlangu was both a leader and servant. He was not motivated by a quest for money or power, but rather by the question: "What do my people need, and what can I do to make sure they receive this?" His last words before his execution remind me of his boldness as a

leader and his character as a servant, "My blood will nourish the tree that will bear the fruits of freedom. Tell my people that I love them. They must continue the fight "(April & April, 2007:237). These words confirm that, this young man knew that the power to lead as a servant comes from the realisation by one's followers that they can stop being victims of circumstances and become participants in creating new circumstances. He was posthumously awarded "The Order of Mendi for Bravery in Gold for Bravery and Sacrificing his Life for Freedom and Democracy in South Africa" in 2005.

In addition to these male role models there are also many examples of female leadership role models in South Africa who "fought fiercely to overcome injustice and racial discrimination" for example: Amina Cachalia, together with Helen Joseph, Lillian Ngoyi and Ida Mtwana, had founded Federation of South African Women (Fedsaw), which led 20 000 women on the 1956 Women's March to the Union Buildings in Pretoria.

The examples set by these leaders inspired me to strive to make a difference through my leadership role and in laying to rest the faulty thinking about Black education that prevailed under the Apartheid regime. A former South African Prime Minister, H.F.Verwoerd, the architect of Bantu Education, said in 1953: "When I have control over Native education, I will reform it so natives will be taught from childhood that equality with Europeans is not for them" (Murphy, 1992:368). Although Apartheid has been dismantled and discredited in South Africa, this statement continues to anger me and motivates me to dedicate myself to improving the quality of education available to the learners in my school and other township schools. Just as education was used as a weapon to oppress and rob Black children of a brighter future, it can be used as a powerful weapon to liberate and grant all children a brighter future.

Mediocrity, despondency, underperformance and the disrespecting of the rights of others are some of the challenges I still observe. Sadly, these attributes of 'the legacy of Apartheid' are still prevailing even in my own life. We may have been liberated from external oppression, but I still needed to be liberated from myself. Under Apartheid, it

was easy to show who the guilty party was and who needed to change. However, today, I believe that many, including I, still need to change so that we can fully embrace the triumph of our struggle leaders and fulfil their dreams for Black children. As a teacher and educational leader, I am in a powerful position to change the circumstances of our learners for better or worse. Every time I lower my standards for achievement, I embrace the very system that was used to oppress us. Every time I neglect the importance of teaching and learning, I refuse to embrace our freedom for the betterment of ourselves and our learners. Every time I am not punctual, enthusiastic and well prepared for lessons, I disrespect the dignity and rights of learners and act in a disloyal and disrespectful manner towards the teaching profession. Every time I make myself guilty of any kind of unprofessional behaviour, I allow the legacy of Apartheid and of 'Bantu Education' to prevail, an education system against which people like D.D.T Jabavu and Solomon Mahlangu fought; an education system that was inferior and held no depth and no hope for a better and brighter future for the broad masses of South Africans.

My religious convictions also influenced me in my understanding of life, which was to strive to be able to work at a deeper, more meaningful level, with greater impact. My favourite quote of all time is by one of the world's pre-eminent writers, Leo Tolstoy (1828 – 1910): "*The sole meaning of life is to serve humanity*". This quote is further elaborated by the following Scripture verses: The one who rules, Jesus taught, should be like the one who serves (Luke 22:26 - New International Version). Greatness in God's sight is not found in how many people serve the leader, but rather in how faithfully the leader serves others. Jesus washing the feet of the disciples is the classic Christian model of how a leader must be a servant (John 13). As Paul wrote to the church at Philippi: "*Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others*". (Philippians 2:3-4 – New International Version).

This further implies that we cannot serve at a distance; we can only serve that to which we are profoundly connected, that which we are willing to touch. But, being influenced

by all these great men, my religious beliefs and my own personal experiences, I was battling with the thought: exactly what form or forms of leadership practice will best ensure sustained school improvement? I knew by then through my interaction with literature that traditional hierarchical leadership models were being challenged by alternative theories that held numerous well-founded views of reality (Ferch & Mitchell, 2001). I experienced in my own practice that traditional leadership was being associated with status and power (George, 2010) and that it undermined collegiality, autonomy, participation in decision-making, creates a sense of unfairness, and damages the commitment of individuals.

I read about transformational leadership, which is seen as a process that changes and transforms individuals (Northouse, 2004). This kind of leadership theory interested me, because of its focus are feelings, motives, ethics, long-term goals and a special type of influence that motivates people attain more than expected (Northouse, 2004). The developing of people and organising and building relationships (Leithwood *et al.* 1999) is seen as fundamental to transformational leadership. However, what concerned me, was that in transformational leadership theory, the primary focus was on the organisation, with follower development and empowerment secondary to attaining the institutional objectives (Northouse, 2004). The primary objective of this leadership theory is in contrast to the values that I stand for, which is to rather value the people who constitute the organisation and focus on the well-being of those who form the entity.

Unfortunately, the South African Education Department has not always made it easy for schools and school leaders to effectively deal with the social challenges of learners. The Education Department has sometimes shown itself to be unreliable and dysfunctional, with depleted or limited resources. Schools suffer because of poor service delivery and insufficient support from the Educational Department (Kamper, 2008), but are increasingly under pressure to produce academically proficient learners. Therefore, the onus lies on South African schools and school leaders to take charge of educational matters. However, schools do not always have access to the required

resources to address all these needs. Non-academic barriers to learning include factors that are often outside a school's control (UNESCO, 2009). Does that mean that the standards of education should be lowered? Do our learners' poor socio-economic backgrounds and circumstances justify a watered down system and practices? Surely not. I believe that the fundamental role of schools and particularly of school leaders is to ensure the provision of quality education, regardless of the challenging and destructive living conditions our learners are faced with. But the question still remains, *how?* I am convinced that servant-leadership provides a way to not only develop a sense of community among those who work within an organisation, but also among all members of the broader community in the larger society (Greenleaf, 1991). Servant-leaders are able to assist their schools in dealing with these challenges, because of their interest in community building beyond their organisation (Bottum & Lenz, 1998). The theme of serving others before oneself extends from the workplace to the community at large. Servant leaders build and strengthen relationships with all role-players and invite, appreciate and value their expertise and contributions. These are all learnable skills; therefore, servant leaders can continually develop these (Spears, 1998). These characteristics of servant leadership assisted me in leading with head, heart, and hands, emphasising the human dimensions of thinking, feeling and doing.

Hence, in my search for meaning and for a leadership style that was more in line with my values, the approach that appealed to me most, was servant leadership. Servant leadership is a way of life rooted in one's character that translates values and dispositions into behaviour that serves without expecting compensation or external rewards. It often demands sacrificing one's own rights and desires in order to serve a Higher Being and others before and over self. In contrast to transformational leadership, servant leadership requires that the leader must focus on the followers (Patterson, 2003). Stone, Russell and Patterson (2004:354) contend that, while transformational leaders and servant-leaders both show concern for their followers, the primary focus of the servant-leader is on service to followers". Although the follower is the primary concern, I, in my capacity as a leader, could greatly respect other human beings and yet still stay loyal to the organisational goals (Hall, 2004). This leadership

style is exercised through personal characteristics rather than special leadership techniques (Smith, Montagno & Kuzmenko, 2004). Crom (1998) refers to servant leaders as consensus-builders. Servant leaders' approach differs from the traditional authoritarian style, in that it relies on persuasion rather than positional authority in making decisions; and commitment, rather than intimidation (Spears, 2010). Covey (1992) refers to this ethical use of power as 'principle-centred power'. Servant leaders are visionary leaders. Foresight is the 'lead' a leader has. "Foresight is a characteristic that enables servant-leaders to learn from the lessons of the past, the realities of the present, and the likely future consequences of a decision for the future" (Spears, 2010:28). This caused me to ask how I could develop my capacity to serve my colleagues better and what actions I could take to demonstrate servant leadership. This may be done by challenging followers' beliefs, values and behaviours and developing relationships of **care** and **trust**. Trust is an expectation that another party will not allow you to be harmed at a time when you are vulnerable. A caring environment is an essential setting in which trust can be developed and enhanced (Bacchi & Beasley, 2004).

After critically engaging with literature and pondering on my experiences as a leader, I had come to the conclusion that although I believed in something, I was unable to live according to what I believed in. After spending time clarifying for myself the kinds of values and commitments I hold, I started searching for deep underlying structure of my values and the intentions in living my life. I developed a need to be aware of what drives my life and work, about what I was doing and why I am doing it. I believe that all people want to be cared for (Noddings, 2002). The teachers within my Department I no longer saw as 'things', but as living bodies with feelings, values and emotions (McNiff & Whitehead, 2006) and valuable members of the school community. My standard of judgement is the extent to which every member within the Department feels valued and is able to make an active contribution. Masango (2005) contends that caring is the ability and responsibility of helping others and groups to develop a better understanding of themselves, and being able to relate to fellow human beings in a mature and healthy manner. I began to engage in caring encounters. I became more receptive; I learnt to

be attentive in a special way (Noddings, 2002). I now treat teachers with kindness and generosity, help them in need, am sensitive to their feelings, never mean or hurtful, and always think about how my actions will affect them. I now give a few examples of how I express myself appropriately by giving a short account of how I show that I care and how I developed relationships of trust. I demonstrate my commitment to becoming a caring person, as it is described in the context of the education profession, primarily through the five Cs (Compassion, Competence, Confidence, Conscience, and Commitment) for a caring leadership, suggested by Roach (1992):

Compassion. ‘... a way of living born out of awareness of one’s relationship to all living creatures; engendering a response of participation in the experience of another; a sensitivity to the pain and brokenness of the other; a quality of presence which allows one to share with and make room for another’ (Roach, 1992:58).

Compassion can contribute to a more positive attitude, behaviour and feelings in schools (Kanov, Maitlis, Worline, Dutton, Frost & Lilius, 2004). I want my colleagues to respond to me in a positive way as they develop a sense that I care about them compassionately (April & April, 2007). Again, my fear is: How can I demonstrate a sense of compassion and genuine concern for others, while maintaining the level of control and authority needed to be an effective leader? Raelin (2005) suggests that democratic participation can contribute to people’s commitment to cooperation within an organisation. Below is an example of what a teacher wrote when I asked for feedback on whether they thought I was a compassionate leader:

Journal Entry

I remember the day he [Mr. Johannes] misinterpreted me and that hurt my feelings, he apologised wholeheartedly in such a way that he took me home because he could see that I was heartbroken and could not make effective teaching (March 2011 – Mrs T).

From the above statement, it is clear that this particular teacher was not just concerned about my verbal apology, but rather my behaviour, as it confirmed to her that my apology was sincere. It impressed her that I really cared and was genuine in my actions. According to Horsfall (2001), effective leaders are influential examples and role models, because they embrace the fact that people are generally more influenced by what they see than by what they are told. I am taking the stance to judge the quality of my practice in relation to how far I am realising my values, meaning that my values emerge as the living standards by which I will make judgments about the quality of my actions. I further demonstrate fairness to a social or educational problem by involving teachers in social processes, such as procedures, decision-making, and benevolence. Examples are, firstly, where I used to do the briefings alone, all HODs now take turns to brief the staff in the mornings before the school day starts. Secondly, staff meetings and all other meetings are now chaired not necessarily by me, but by different staff members. Thirdly, teachers also serve and even lead various committees and/or school societies, according to their choice and interest.

Creating a caring ethos in my school must not be confused with sitting in a warm circle, holding hands, and singing, "It is well with my soul". On the contrary, it demanded from me (and not from others, as before) vigorous insistence on high expectations, the rejection of second-rate actions and not allowing lame excuses for low achievement. I became more self critical and set high standards for myself. I further realised that my ontological values of caring were not just feelings, but a way of behaving that could be effectively communicated only through behaviour, not just words (Masitsa, 2005).

Competence. "... having the knowledge, judgement, skills, energy, experience and motivation required to respond adequately to the demand of one's professional responsibilities" (Roach, 1992:61). I began to understand that I needed to be the type of leader who used my wisdom to connect my colleagues to their own values, rather than trying to convert them to my vision (Fullan, 2007). Barling, Slater and Kelloway (2000) propose that emotional intelligence could assist my competence as leader to manage my own emotions, display self-control, understand others' emotions and use

this information to guide my thinking and action (Salovey & Mayer, 1990). For example, this would enable me as a leader to listen to my ‘gut’ feelings, which are often accurate and helpful in making difficult decisions. I now tend to remain calm under pressure and am more effective than before in dealing with conflict. This has affected the quality of my relationships in a positive manner and has made ensuring me more effective at work. I used the Goleman (1998) ‘framework of emotional competencies model’ below as a guideline to measure my growth in term of competency as a leader:

	Self (Personal competence)	Others (Social competence)
Recognition	Self-awareness <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-awareness • Self-confidence 	Social awareness <ul style="list-style-type: none"> • Serve others • Sharing power • Commitment to the growth of people
Regulation	Values <ul style="list-style-type: none"> • Trust • Caring 	Relationship Management <ul style="list-style-type: none"> • Listening • Supportive • Communicating • Delegating • Servant leadership

TABLE 5.1: My Framework of Emotional Competencies (adapted from Daniel Goleman’s Competency Framework)

Goleman (1998:7) defines emotional competence as "a learned capability based on emotional intelligence that results in outstanding performance at work". My competency as a leader embraces two aspects of intelligence: namely, understanding myself, my goals, intentions, responses, behaviour and all; and, understanding others and their feelings. I realised that success required effective awareness, control and management of one's own emotions, as well as the emotions of other people. Quadrant 1: Self-Awareness: being aware of my emotions, having knowledge of my own strengths and weaknesses and having self-confidence in myself and my capacities. Quadrant 2: Goleman’s self-management quadrant I replaced with my core values. My core values of trust and caring act as the guiding principles for my actions. Quadrant 3: The concept of serving is fundamental to my leadership role. Some views tend to invert this

principle, focusing only on that the leader must be served by the people. I believe good leadership involves serving my school and the people within it. The sharing of power builds trust and loyalty. I am no longer obsessed with personal power, but treat other make people like equals. I am committed to helping others develop themselves. Quadrant 4: The Relationship Management set of competencies includes essential social skills such as listening, delegating, communicating, support and leadership.

I believe that I have grown in person because I know my internal states and am familiar with my emotions and their affects. I know what I feel and have the ability to express and reflect on my emotional states. Through this, I have managed to keep disruptive emotions and impulses in check. I have the ability to regulate distressing affects like anxiety and anger and inhibit emotional impulsivity. I know my strengths and limits and have a strong sense of self-worth and capabilities. The skill of emotional self-management helped me in maintaining standards of honesty and integrity. Below is an example of what a teacher wrote when I asked her to write me a testimonial and to comment on my competence as a leader:

Testimonial for Mr. Johannes by Mrs. L – 26 August 2012

I found him honest, sincere, humble, hardworking and a leader with integrity. He was a leader who believed in his team of teachers in his Department by delegating tasks to them according to their strengths and abilities. It proved to us that he trusted and believed in us. He instilled confidence in us and encouraged us to step up and lead in different tasks. He was always willing to listen and had the ability to motivate people to achieve goals.

But, I did not only grow as a person, but also in my social competencies – the way I relate to other people. I learned from literature (Spears, 2010) that servant leaders are effective communicators. They know how to inform and how to inspire (Wong & Davey, 2007). The openness of a leader to input from others increases his or her trustworthiness (Russell & Stone, 2002) as he or she listens with the intention to understand. “Listening also encompasses getting in touch with one’s inner voice, and seeking to understand what one's body, spirit and mind are communicating” (Spears,

2002:5). As a leader, I learned to listen. Below is a journal entry from a different teacher commending on my competence as a leader:

Journal Entry – March 2011

“He [Mr. Johannes] encourages that communication is crucial” – Mrs.T

Confidence. ‘... the quality which fosters trusting relationships’ (Roach, 1992:63). A lack of experience and confidence can hinder the exercise of leadership (O’Brien, 2005:193), hence a fairly clear notion of ‘how’ as well as ‘what’ is needed to restore the culture of teaching and learning (Bush & Heystek, 2006:74, Masitsa, 2005). I have to learn to accept dilemmas as part of my leadership role and increase my willingness and confidence to confront and not avoid them (Cardno, 2007). This will require that I must also at the time have sufficient confidence to invite and encourage dissenting opinions and abandon myself to the strengths of others (DePree, 1990). I must have greater confidence in my own judgments and opinions by dealing with my fear of delegating and involving. The very first lesson I had to learn was to alleviate the fear of delegation (Stroh, 2002). The greatest psychological barrier to delegation is fear. The fear that it might be time consuming and that teachers might fail to do the work properly. Also just the idea that I had to stop doing some things I am good at and love to do, now to delegate them to someone else to further that person’s professional development. The following observation from one of my colleagues emphasise my inability as a leader to effectively delegating tasks.

One of the bad qualities of Mr. Johannes he does not delegate duties. He is the kind of person that likes to take charge of tasks and as a result he finds difficulty with delegating some of his tasks. When I asked you about this, you said you want to trust the person’s ability and capacity before delegating tasks. The reason I observed this to be a negative characteristic is because it took you longer to complete a task or you spend odd hours at work in order to complete that task (Mr. Q —, May 2010).

From the above statement, I learnt the following: firstly that my colleagues never appreciate me not delegating tasks to them. They view this as a sign of distrust. During my search for meaning, I realised that my preference were based on two main factors

namely: firstly, my understanding or views of what leadership meant (Bennett, Wise, Woods & Harvey, 2003); secondly, my fears of why I seldom delegate. Even when I could quite easily and competently execute a task myself, I delegate it to grow and develop my followers' skills. As a leader, I believe I have a critical role to play in establishing, sustaining, and transforming the institutional culture, through my own behaviour and through the programmes and activities that I support and praise, or neglect and criticise. I portray a collaborative approach to leadership. Through this research, I will demonstrate that delegation (Harris, 2005), general well-being and emotional health, teacher identity (Samuel, 2008) and collegiality, can assist teacher leadership capacity-building within schools.

Conscience. I have to direct my behaviour according to my conscience and moral awareness. This self-awareness has strengthened my servant leadership stance, because it helps me to understand issues around ethics, power and values. It has enabled me to approach situations from a more integrated and, holistic stance. As Greenleaf (2002:41) has observed: “awareness is not a giver of solace — it is just the opposite. It is a disturber and an awakener. Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity”.

According to Northup (2007), the most important factors in managing change are self-awareness and organisational awareness. Self-awareness is knowing what you do, what impact you have on others, and what your shortcomings are for further growth and development (Hall, 2004). Organisational awareness assists leaders in becoming more sensitive to issues relating to ethics, power and values and to view situations in totality before passing judgment (Barbuto & Wheeler, 2006). This also implies analysing emotions and recognising their impact (Higgs, 2002; Parolini, 2005). My values render meaning and purpose to my life and form the explanatory principles and living standards of judgment (Laidlaw, 1996) of my practice. Developing an understanding of the expression of such values in my local context was important, because it is constituted by unique individuals, their relationships, and by the history of the context, and socio-

cultural influences. I concur with Raz (2001) that a value remains a theoretical concept until it is transformed into real-life practice that gives meaning to a person's life. I learned to talk to my colleagues about the local context in which we were working in and the values we shared and employ to render meaning and purpose to our dynamic lives. I discovered that those who make choices in life to serve, gain personal insights that can lead to a greater sense of connection to others and a more clearly defined sense of personal meaning and peace. I feel as if through my life has meaning when my actions are in accord with my beliefs. Living in integrity gives meaning to my life.

Commitment. According to Mayeroff (1971), commitment is essential to caring. A lack of commitment testify to a lack of caring. Mayeroff observes that people demonstrate varying levels of commitment, depending on the task or issue at hand. The level of commitment often depends on whether the person involved regards the task or issue as important. I demonstrate my skills and abilities in carrying out my duties with diligence and care.

Farewell Speeches: 16 January 2013

As a leader he encouraged teamwork to create unity amongst the staff. — Mrs. L.

He encourages teamwork; he believes that a team is stronger than an individual. He believes each person has wisdom and ideas to share in a team. — Mrs. T

The above extract shows that my school became 'an organisation of equals' (Drucker, 1999:37), void of relationship descriptors like boss and subordinate. This has created teachers who have commitment and who display attitudes such as being proud of the school they work for, evoking a desire to work harder, and being interested in the future of the school. I developed a deep commitment to listen intently to others. I subsequently realised that *simply being a good listener was not enough; I also needed to become a reflective listener. By reflecting back on what was heard and observed, I was able to draw meaningful interpretations from my conversations with teachers.* Secondly, I made a commitment to serve the needs of others in becoming more selfless in my personal decisions and actions by putting the needs and interests of others first.

Also, I committed myself to the growth of others. I took up the responsibility to do everything within my capacity to encourage the personal, professional and spiritual growth and development of the teachers at my school. This included actions such as the organisation of regular workshops for personal and professional development, taking a personal interest in others' viewpoints and suggestions, and promoting and encouraging teacher involvement in formal management and decision-making processes.

I also draw strongly on what Clark and Payne (1997), and Schindler and Thomas (1993) proposed to be the key qualities of leaders related to **trust**. Trust has been defined as:

“the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trust or, irrespective of the ability to monitor or control that other party” (Mayer, Davis, & Schoorman, 1995:712).

According to this definition, trust requires the willingness to be open to suggestions made by another person. This further implies that no person takes advantage of opportunities for personal glory (Boon & Holmes, 1991) and that nobody's rights and interests are being violated (Hosmer, 1995) in any action taken. Trust is an expectation that another party will not allow you to be harmed at a time when you are vulnerable. Rousseau and Tijori-wala (1998) argue that trust also carries some degree of risk and interdependence it: risk, because the other person's actions cannot be predicted; and interdependence, because both parties rely on mutual assistance, support and cooperation. Honesty and integrity are traits consistently associated with people's trust in leadership (Cunningham & McGregor, 2000). I am aware that trust in the context of social organisations is more vulnerable and takes a long time to develop, but can be destroyed in a very short space of time (Lines, Selart, Espedal & Johansen, 2005). Therefore, I rely heavily on transparency in communication and information sharing (Dirks, 1999) which I believe enhance trusting relationships. The effectiveness of an organisation's capacity for change is closely related with the extent of trust within the workplace (Reina & Reina, 2006). People are unlikely to support proposals for change if they have little trust in an organisation's management and leadership (De Vos,

Buelens & Bouckennooghe, 2007). In promoting cooperation and collaboration, I willingly 'gave up' my pride and showed my commitment to establish new relationships (Billett, Ovensa, Clemans & Seddon, 2007). I further express an appropriate and acceptable organisational behaviour (Mullins, 2007), by being less involved in conflict situations (De Dreu & Weingart, 2003), and have become more acceptable of decisions and goals (Dirks & Ferrin, 2001). Below are three journal entries showing how I successfully learnt to negotiate appropriate and acceptable organisational behaviour amongst colleagues:

Journal Entry: 16 March 2011

The casual dress code of teachers at my school is something that generally bothers me. Coming to school with jeans and cap is simply a no-no. I believe as professionals the way we dress gives a sense of pride to our profession. Appropriate dress, along with basic etiquette, is one of the most common associations made to professionalism. I believe that the way you dress carries certain messages to those who meet you. If our school wants to maintain a professional image or certain status we should make a dress code a priority. We form first impressions and overall judgments about people by the way they dress. If the way someone dresses affects the perception of their workplace, it is important to maintain a standard of dress that creates a positive impression. After proper consultations and discussions some colleagues were a bit skeptical about the whole notion but the majority decided to put the whole thing to the test.

Journal Entry: 15 April 2011

On Friday all male teachers met to discuss their dress code. All the female teachers also met in another venue to discuss their dress code. All agreed to come dress appropriately for school from Monday onwards.

Journal Entry: 18 April 2011

About a third of the staff came to school today, all dressed up. One of my colleagues came to me and said: "Sir, I thought about your words the other day...that as one of the elderly staff members I should be an example to my younger colleagues. My granddaughter asked me this morning where I was going. Normally when I am dress up I am going to church. I told her that I am going to a very special place, my workplace". It felt so good to see how teachers reacted. Teachers felt great and quite impressed with themselves. I felt good about the fact that we resolved this issue without any unnecessary struggle and conflict.

My new ontological view enabled me to undertake critical self-reflection and self-assessment of my learning. Exercising leadership through experiential and reflective learning processes assisted in my growth in effectiveness in living contexts. The positive behaviours that result from the changes initiated by myself as a leader had the potential to create equality in an organisation that will see it succeed in the years ahead. My challenge was to initiate change in the school successfully, to change the framework within which teachers, employees and school managers operate — to change the culture that defines the organisation — by institutionalising new values and behaviours. I knew that only when all of this has been achieved, change would be entrenched and lasting. If my school seeks long-term results, sustainable growth and leaders who work to benefit the organisation and not themselves, school leaders like myself need to identify and promote servant leaders. In the next chapter, I indicate to the reader how I engaged in activities that encouraged and promoted the principles of servant leadership amongst my colleagues. As a servant leader I employ, communicate and exemplify values to set the tone for change in my school and its organisations. Through this, I learned that when teachers share organisational values, they feel and demonstrate more loyalty and commitment and identify more strongly with the organisation. This is in line with Senge's (1990:9) statement: "When there is a genuine vision, people excel and learn, not because they are told to, but because they want to". Through my engagements and interactions, I now understand leadership as a process rather than the traditional view of leadership 'as a person'. (Kirk & Shutte, 2004:236).

In the next chapter, I demonstrate to the reader how my influence is evident in terms of my colleagues' new thinking of leadership, when they express actions of ownership of their own growth learning, demonstrate principals of servant leadership and work as a collective for the betterment of the school.

CHAPTER SIX

DISCUSSION OF SECOND CYCLE OF ACTION RESEARCH: HOW MY CHANGED LEADERSHIP INFLUENCED OTHERS IN MY SOCIAL FORMATION

Introduction

As discussed in the previous chapter, leadership has moved away from a linear, top-down approach (Gronn, 2008) in the direction of distributed leadership, a now widely embraced concept (Caldwell, 2006). Like Hallinger (2003), I conceptualise leadership as a reciprocal process. Leadership is no longer performed by a single individual, but rather by a group of skilled individuals applying their resources and forces collectively. This implies that all members of the leadership have an equal voice, in which individual views and ideas are encouraged. I know that distributed leadership brings about an unrelenting improvement in teaching and learning (Hickman, Moore & Torek, 2008). Fullan (2001:2) contends that it is important to develop individuals into leaders by “focusing on a set of core aspects of leadership and developing a new mind-set about the leader’s responsibility to himself or herself and to those with whom he or she works”. I nurtured the need to assist my colleagues in changing their ways of thinking and taking up leadership roles. Although change posed a threat to established relationships, balance of authority, standard operating procedures, and the distribution of resources (Heifetz, 1994), I viewed it as the only way of moving our school and the people inside it from a state of comfort to a state of growth. I also realised that it was not going to be easy to change the school culture and the attitudes of my colleagues (Mittal & Bhatia, 2014). Generally, we are of the opinion that people resist change. I strongly believe that people do not naturally resist change; I think they resist the discomfort of change (Muo, 2014), and harbour fear of the unknown. My task in bringing change is therefore to make them less defensive, so that they feel safe enough to explore.

In this Chapter, I addressed the question: *What evidence can I provide to show how the situation improved?* I discuss how I used my leadership skills to influence change

amongst my colleagues. As a leader, I was aiming to help develop trust and a sense of security. I show with evidence how I promoted collegiality, to build quality relationships and school improvement. I also show with evidence how my colleagues developed self-awareness, which improved their interpersonal relationships and teacher leadership abilities.

Using my leadership to influence my colleagues

The overall responsibility and purpose of leadership is to influence and enhance organizational performance (Kythreotis, Pashiardis & Kyriakides, 2010). The ability to influence others is therefore a key leadership competency. As my thinking patterns influenced my actions, my actions started to influence new thinking patterns in others. To support my claim that I underwent a personal change and that I changed my ways of interacting and leading, so that my colleagues began to appreciate me, rather than dislike me, I provide the following extract from text messages I received on my birthday from some of my colleagues whilst being away for a few days:

A rose can be separated from its stem but not from its smell. You may be away from us but you will always be a special person in our hearts. We are very proud of you, drive safely and make us proud where you are going...because you are at "Plough Back" for a purpose... (sms received from Ms. M on 27 August 2012).

A star has five sides, one side represent your smile, one side your kindness, one side your humour, one side your personality, one side your strong character THANKS FOR BEING MY STAR... (sms received from Ms. P. on 27 August 2012).

The following message I received after I left school: As a curriculum head you [Mr. Johannes] never took us for granted. You understood each and every educator; you were consistent and had no favours. You allowed people to demonstrate their talents and never felt threatened about their capabilities. Never humiliated and undermined your subordinates (sms received from Ms. T. on 01 August 2013).

These extracts are significant, because each shows, firstly, how I have developed as a person and, secondly, that my influence contributed to the growth of my colleagues. I showed commitment to building and maintaining good work relationships with my colleagues and to living out my core values of caring and trust. The trust I built with my

colleagues allowed me to be open and honest in my thoughts and actions, and stopped me wasting time and energy 'watching my back'. In the past, I used to spend time worrying about uncontrollable events and often felt lost, helpless and powerless to take action. Now, I spend my time and energy focusing on those situations and events over which I do have control, because I began to feel empowered and confident through the impact of this study, in contrast to previous evidence, where I was accused of being insensitive. The evidence now clearly shows that my colleagues value me as a person and that I value their input and ideas and also that I have become mindful of and take responsibility for my words and actions. In contrast to my concern about the low morale of my colleagues, as mentioned in Chapter One, and the lack of involvement in school matters, I observed a general change in the behavioural trend and attitude amongst my colleagues.

Some of my fellow educators formed strong relationships with their learners and colleagues and showed that they care about them as people. Below are few of my personal journal entries, indicating how teachers really started to care:

Ms. B discovered that one of her learners was a victim of sexual abuse. She consulted legal and social expertise in an attempt to help her learner in dealing with social challenges they might be faced with. She also started informal information sharing sessions where she invited me as well as from the female staff (eg. Ms. M) to talk on various social topics in which her female learners could easily relate and participate. (Journal Entry: 23 May 2011).

Our school is a non-fee school. Learners are also receiving free meals from the DoE's feeding scheme for schools. During break times class representatives would collect the food from the meal servers and serve their fellow learners under the supervision of the class teacher. Ms. T opted to do the serving for her learners herself. A few other female staff followed soon. (Journal Entry: 24 January 2011).

On 17 January 2011, during the opening of the school academic year I addressed the staff on the issue of our responsibility as educators and not just as teachers. Meaning us becoming more actively involved in all school activities, and not just teaching. It is really encouraging to see that some teachers are demonstrating a commitment to our school. Teachers are willing and open to stay at school after hours and to help learners get involved in school-wide committees and activities. Our rugby, soccer and netball teams are having regular games. Even our debating and SCO (Student Christian Organisation) have regular competitions and meetings. (Journal Entry: 01 March 2011).

Unlike the past, some of the teachers have become more warm, accessible, enthusiastic and caring. From the above journal entries, it is clear that it is not just me who was positively influencing my colleagues, but they were influencing and inspiring each other.

In 2011, our school had to make adjustments to the timetable with regard to subject allocation amongst teachers to address the need for a teacher to teach our Grade 8 Mathematics classes. Since Mathematics is not an easy subject, it was difficult to convince teachers to take up this challenge. After extensive discussions and consultations, I managed to persuade one teacher from my Department to teach the Grade 8 Mathematics classes. In the beginning, she often consulted me and sought my help. She also started networking with teachers from other schools who were teaching the same grade and subject. She also furthered her studies by registering for a two year part-time degree programme, after I encouraged her to do so. These were her remarks, which I captured during an interview:

When I started teaching Mathematics in Grade 8, I was scared and not sure what to do. I felt insecure, because I have never taught the subject before. The last time I did Mathematics, was at high school and it was definitely not one of my stronger subjects. I thought that teaching Mathematics needed teachers who are qualified and having the necessary skills to do so. I never regarded myself as one of them; in fact I actually did not believe I was capable of teaching the subject. I have now completed an Advanced Certificate in Education in Mathematics, Science and Technology which I passed *Cum Laude*. Initially I was reluctant to do this course but you [Mr. Johannes] encouraged me to do so.

My focus has been on exercising ethical leadership to influence my colleagues through “personal actions” and “interpersonal relationships” (Brown, Treviño & Harrison, 2005:120) shaping an ethical climate at our school. For example, I used the method of scheduled consultation periods in the timetable to meet with all the teachers under my supervision. These meetings I used for the following purposes:

- As an opportunity to really listen, to learn what their concerns and aspirations are.
- To applaud them for any small efforts of learning.

- To speak out to try getting people to attempt things that are in their own best interest and that will also ultimately benefit me.
- To encourage colleagues to assume the leadership role in a group.
- To encourage them to work as a team, because teams, bringing together people with different experiences, values and knowledge, develop the ability to share knowledge and skills collaboratively.
- To recognise the differences among all staff members. I tried to keep an open mind when interacting with colleagues, accepting that they were different from me, and treating them with respect and sensitivity, even when I did not share their viewpoints or values. This required embracing differences and recognising that the latter served to lend a rich, diverse and exciting characters to our school (Patrick & Kumar, 2012).
- To demonstrate high standards of honesty, integrity, trust, caring, openness and respect for others.

My ontological, epistemological and methodological values act as the grounds for exercising my educational influence (Whitehead & McNiff, 2006). I understand now that my role is not to force my colleagues to conform to my thinking but to think independently and to willingly open themselves to my or any other influence. I tried to meet with teachers at least once a month, although it was sometimes difficult to fit this in the busy school schedule. Below is an extract from one of these consultations:

“Our meeting was fruitful in the sense that I’ve learned to do what is right, what is expected from me not to do what others do. The importance of effective planning, whether we like it or not. Because that leads to effective teaching. Also not to undermine myself as a person and in what I’m doing. And also the fact on discipline, if you are not disciplined yourself you won’t be able to instill discipline to others” — Ms L on 20 September 2012.

Through my personal interaction with my colleagues, I typically experienced a so-called ‘collegial’ behaviour. We strove to build consensus in decision making, as opposed to maintaining a hierarchical order. Encouragement of collegiality is a trait of good leadership (Freedman, 2012). Collegial leadership can be used to extract the best from

staff, and the most effective and productive educational climate is created at schools where collegiality is employed (Lofthouse, 1994).

Developing better understanding amongst staff through teacher collegiality

Collegiality is frequently considered a necessary element for professional development (Nabhani, Nicolas & Bahous, 2014). The majority of development and growth opportunities for teachers address administrative effectiveness and classroom excellence, whilst school collegiality has received relatively little attention. Collegiality entails more than just co-opting teachers to fulfill administrative and managerial duties and orders (Hargreaves, 1992). This is what Hargreaves (1994:191) calls “contrived collegiality”. In other words, more emphasis is put on predetermined outcomes that are of interest to the organisation than the concerns and interests of individuals. Rather, people should “search for the contextual relations and structures that support communal agreements about what is acceptable and worthy of being called true” (Salner, 1999: 494). This implies that my school was striving to become a learning organisation, where all personnel have the potential to learn and be developed. Focusing on the improvement of individual learning implies meeting the needs of both the individual and the organisation at the same time (Wilkinson & Kleiner, 1993). Singh (2006) defines collegiality as the mandate conferred on teachers to become an essential part of school management and leadership processes, guided by that school's shared vision. According to Singh (2006), collegiality extracts the best from people and hence creates the most effective and efficient educational climate possible within the school. The outcomes of collegiality as a form of management style I started to practise resulted in collaboration, and transformational, shared objectives (Demir, 2008). Within the school, collegiality among teachers is a strong indicator of implementation success. It is measured by the frequency of communication, mutual support and help offered to each other when needed (Fullan, 1991). According to Graves (2001), if strong emotional connections exist between colleagues, their teaching energy will even be higher. Hence, my attempts were to increase the levels of collegiality to positively influence the

teachers' attitudes. As I mentioned in Chapters One and Five, low morale and teacher motivation are amongst the contributing factors for teachers not giving their best.

In the next paragraphs, I will be discussing school collegiality, which concerns the quality of the relationships between and among professionals in the school environment, with the aim of improving school culture and performance. This is an effort to address the lack of collegiality due to the constant conflict between staff members, as discussed in Chapter One.

Collegiality for building quality relationships

According to research, leadership is based on and underpinned by relationships, and the quality of relationships reflects the quality of leadership (Cunliffe, 2001; Ferch & Mitchell, 2001:70). The relationship between and among professionals in any organisation defines its climate and success (Kelley, Thornton & Daugherty, 2005; Rowe, Stewart & Patterson, 2007). Studies have further proven (Brower, Schoorman, & Tan, 2000; Burke, Sims, Lazzara, & Salas, 2007; Yang & Mossholder, 2010) that the interrelationships between people within a workplace are directly related to required outcomes such as satisfaction, consistency and dedication to the organisation. Attributes such as different personalities or organisational factors could have a limiting or improving effect on the effectiveness of such relationships (Price, 2012).

Since relationships between the educators at my school ranged from extremely healthy to severely challenging, I regarded collegiality as an important contributing factor to change the manner in which staff members relate to each other. The quality of the social relationships or social 'bonds' between the SMT and teachers could be described as fearful, competitive, suspicious and corrosive. The school was divided into two camps, which in my opinion could have been regarded as the main reason why teachers sometimes could not control their emotional outbursts or impulses and lacked empathy.

I asked some of the colleagues what the causes of these conflicts were and their responses were as follows:

“I think it’s personal clashes”. (Mr. Q – 30 July 2011)

“I think it started with the promotional posts. The one group felt that some individuals are being advantaged. Amongst them they were gossiping about the issue”. Ms L – 30 July 2011

“The school is no longer working as a team, they promote individualism. People are working in their corners, fearing to be undermined” Ms. T – 30 July 2011.

According to Donaldson (2001:111), “[A]cknowledging the emotional realities of others’ work naturally assists in establishing caring relationships and creates a level of authenticity that enhances the group’s capacity to respond to challenges.” The following writing captured in my personal journal makes it clear that we experienced division, especially amongst especially our female staff members.

Journal Entry: 11 January 2011 – The wicked relationships amongst staff members becomes a matter of great concern. Today we added a new committee to our existing committee list, namely the Grievance Committee. Four staff members were elected to deal with teacher grievances and concerns. A grievance will only be referred to the local district office if the elected school’s grievance committee cannot resolve the problem and needs professional intervention.

SMT Meeting - 01 November 2012 – Six grievances to be referred to the Grievance Committee.

Conflicts tend to occur for a variety of reasons: including poor communication, misperceptions, and personality differences. The staff conflict at my school seriously affected the atmosphere among staff members as well as the school in general. It even impacted on hampered the professional conduct of teachers, since issues of conflicts and grievances were constantly raised with the grievance committee. I realised that building a strong collaborative work environment would be possible only if the right processes were in place. In the previous chapter, I mentioned how I used the Goleman (1998) ‘framework of emotional competencies model’ as a guideline to measure my growth as a leader. I used the same model because emotional intelligence cannot be viewed only as an individual competency, if in reality most work in organisations is done by teams (Druskat & Wolff, 2001). According to Goleman (1998), model social skills are

vital for the development of positive, productive relationships with colleagues and the ability to interact with team members to avoid or prevent conflict, be aware of, ease and dissipate underlying tensions that can build up and negatively affect working relationships and project success. Team members need to be able to stimulate cooperation, collaboration and teamwork through well-developed social skills. Hence, since divisions were more prominent amongst the female staff at my school, I considered them as a good group to introduce to teambuilding activities. Celebrated every year in August, Women's Month commemorates a landmark event more than 20 000 South African women marched to the Union Buildings on 9 August 1956 to protest against the unjust pass laws, which enforced racial segregation. Nowadays, that date is a public holiday in South Africa, proclaimed Women's Day. The significance of this was illustrated in the fact that unity amongst South African women resulted in meaningful change. The lesson I wanted to bring across to our female staff was that we can achieve desirable outcomes and collective beliefs about issues such as trust, safety, group efficiency, respectful and supportive behavior amongst group members (Bennis, 2003). I introduced Women's Month celebrations throughout the entire month of August, successfully starting in 2011:

This is the beginning of our journey to celebrate Women's Month. Teachers were asked to come together during lunch time every day to celebrate. Miss J opened and introduced the theme. After the introduction the ladies enjoyed coffee and cake. Teachers got a chance to fellowship and mingle with one another. They really were very pleased and appreciated the day and ideas that we came with on how to celebrate the rest of the month. One of the teachers said "This is the beginning of unity, a life together". (Journal Entry — 20 August 2012).



PICTURE 6.1: Women's Month Celebrations 2011

I showed the above picture to some of my critical friends and asked them to comment on it. Words like: loving, unity, caring, belonging, friendship, warmth and compassion were amongst the feedback I captured. Unfortunately, the smiles of these ladies did not relate to the issues they really experienced as staff members. This picture is not worth a thousand words, because it only managed to capture external appearances, not internal thoughts and feelings. This picture disguises so many hidden views and beliefs. The problem in my opinion was deep rooted, so I realised that one intervention would not change things; it would have to be an ongoing process.

Hence, I embarked on activities for professional (i.e. workshops, seminars and information sharing sessions) and personal (i.e. one-on-one and group meetings) growth to build quality relationships amongst staff members. I did this because I believe that in strengthening teacher relationships, you can improve professional practice. Barth (2006:8) agrees, stating that “the relationships among the educators in a school define all relationships within that school's culture”. Collegial relationships are found to

be based on two types of relationships: leader-member relationships (exchange) and coworkers' interactions (Sherony & Green, 2002). I realise that the impact of establishing and sustaining good interpersonal relationships is central to school effectiveness and improvement (Price, 2012). Later on, with the emphasis on change, I engaged teachers in activities to improve their interpersonal relations. According to literature (Harris & Anthony, 2001; Kelchtermans, 2006; Shah, 2012), collegiality can be fostered through activities that include: organising functions that involve all teachers, instructional and emotional support, conducting professional development sessions with colleagues, et cetera. I believe that if effective and fully functioning relationships can be built, the individual teacher within my school will emerge with a clearer sense of himself, i.e. he or she will become self-actualised (McCaslin, 2001). Some of my colleagues showed signs of self-actualisation, because they began to accept themselves and others as they were (McLeod, 2007).

"I accept myself the as I am; I also accept other people for who they are. Each individual is different and unique. Life would be boring and monotonous if we were all the same. I am disgusted by people who aim at making other people endure hurt" (Ms. T. — 17 August 2012).

There are indications that they have started to be brave and are enjoying themselves and their lives, free of remorse (Maslow, 1971).

"I believe in giving my best at all times. I admit at times I do become a little demotivated if all my hard work is not appreciated, but I never let that get me down. My work is very important and special and I will never take my work for granted. I will always do my best, regardless of my challenges" (Ms. L. 17 — August 2012).

They have a sense of realism (Boeree, 2006) and rather than being fearful of the different or unknown, they have a realistic view of the world around them.

I understand that I make my own choices and are responsible for them. I determine how I feel; I cannot blame anyone for the way I feel.... It does become difficult at time but I try my best ... I am indeed the captain of my own ship... — Ms. Q Personal Dairy Entry (informal conversation - 4 June 2012)

They are often motivated by a strong sense of personal ethics, hard work and responsibility (McLeod, 2007).

I really sense a strong sense of responsibility amongst you [teachers] throughout this project – you never never complained about the amount of work – you took up full responsibility of what was assigned to us as a department – everyone made the [matric] camp their own – everyone were always on time and gave their best efforts and always tried to complete everything to the best of their abilities ... — Mr. Johannes – Personal Dairy Entry – 30 November 2012 - (Thanking teachers for their cooperation during the matric camp of 2012.

They thrive when having to apply their problem-solving skills to real-world situations and like helping other people improve their own lives (Salovey & Mayer,1990).

Ms. B discovered that one of her learners was a victim of sexual abuse. She consulted legal and social expertise in an attempt to help her learner in dealing with social challenges they might be faced with. She also started informal information sharing sessions ... — Personal Journal Entry: 23 May 2011.

They are willing to be unpopular if their views do not concur with the rest. They are loyal to their own feelings and experiences, instead of tradition, authority or the majority.

I am sorry but I don't agree. I don't think it is right to reduce periods for teachers just to attend a memorial service ... Ms. L — 27 January 2011.

Self-actualisation is the final stage of the pyramid proposed by Abraham Maslow. It represents growth of an individual toward the fulfillment of the highest needs; those for meaning in life, in particular (Maslow, 1954). Self-actualisation is defined as "...the desire for self-fulfillment, namely, to the tendency for him to become actualized in what he is potentially." (Maslow, 1943:383). Below is a summary of the purpose, process and the expected outcomes of all activities I initiated at my school:

Activity	Purpose	Process	Hoped for Outcomes
Professional development activities	Enhance leadership abilities, attitudes, knowledge and skills (Nabhani, Nicolas & Bahous, 2014).	Workshops, seminars and information sharing sessions for example: 23 Mar '12; 23 Feb '11; 18 Mar '11; 9 May '11; 5 May '10; 2 Aug '10; 7 May '09; 14 May '09; 21 May '09; 28 May '09	Organizational and professional commitment and the feeling of empowerment (Bogler & Somech, 2004)
Social activities	Encouraging human relations in the workplace (Rotemberg, 1994).	Celebrating birthdays and achievements of colleagues outings and staff entertainment; Publicity & Publication committee; teacher wellness activities; environmental awareness activities	Sharing knowledge, encouraging teamwork, avoiding burnout, emotional support
Personal growth and development activities	Enhance teacher leadership, teacher welfare, and emotional intelligence	One-on-one and group meetings (awareness of our feelings is the first step to personal growth. Managing negative emotions)	Personal change, development and progress, including responsibility, learning, behaviour and attitude, leading to greater opportunities in the workplace and healthy relationships

TABLE 6.1: Purpose, process and outcomes of all activities I initiated at school.

Collegiality is also important to leadership and teachers' empowerment (Owens, 2014). It involves teachers cooperating and collaborating professionally and supporting their colleagues on both social and emotional levels (Jarzabkowski, 2003). Barth (2006) describes collegiality as highly elusive and the hardest to establish of all forms of

relationships. In my opinion, collegiality entails more than just the relationship between colleagues; it includes characteristics that are sensitive to those factors impacting that relationship either in a negative or positive manner. Collegial trust and respect is central to building effective educational communities (Roy & Hord, 2003). Fragmented communication patterns discourage teachers from interacting. Teachers' beliefs, values and attitudes about the importance of social interaction are vital in establishing sound collegiality. The journal entries below shows that in enabling school structures, professional relations are open, supportive, collegial and empowering (Hoy & Sweetland, 2001):

I long to see a supportive work environment. I believe the more we know about each other's backgrounds, interests, strengths and passions, the more empathy we build for one another. Today I felt so excited. One teacher in my Department brought homemade cake and invited the entire staff to join her for a cup of tea in her classroom. What was so remarkable is that we ate and drink inside the school's computer room, which would never happen under normal circumstances. Ms. L is having very clear rules about what should and should not happen inside her classroom. But, she was prepared to compromise her own rules for what she now regarded as more important. Regardless of all the challenges and somewhat feeling of discomfort, all you could see were smiles and all you could hear were laughter and a loud buzz of informal chatting. Ms. L really went out of her way to bring us as a staff together even if she had to do it alone. This was a great opportunity for us just to fellowship and to get to know each other personally. (Personal Journal Entry: 20 May 2011).

Kala was a student teacher who decided to do her final year of practice teaching at our school. As the curriculum head it was my duty to orientate her and I assigned her into the care of an HOD as supervisor. Since English was one of her major subjects, I did put her under the care of the HOD for languages after discussing how Kala would be slotted into the activities at school for the period of her stay. (Personal Journal Entry — January 2011)



PICTURE 6.2: Language Department teachers hosting a farewell gathering for student teacher. Photo taken 11 November 2011.

Collegiality for school improvement

Collegial relationships among teachers are a precondition for school improvement (Fullan, 2001). “Schools cannot improve without people working together” (Clement & Vandenberghe, 2000:82). Schools with strong collegial environments are better able to sustain good learner results than schools with weak collegial environments. From the social exchange perspective, a key function of collegial interactions in work contexts is to enable people to acquire and share professional resources that may be important for executing their duties (Hargreaves, 2002; Horn & Little, 2010). According to Orme and Bar-On (2002), people are both emotional and social intelligence competent when they have the ability to understand others’ feelings and establish cooperative interpersonal relationships. Goleman (2004:4) points out that “when it comes to shaping our decisions and our actions, feeling counts every bit as much — and often more — than thought.” (see Goleman’s model in Table 5.1 in Chapter Five).

In our school, I initiated an education support group for teachers, where everyone could at convenient times share information about educational matters. My idea of peer coaching and mentoring initiatives was to get us to work together to improve teaching

skills in order to improve learning among learners. What I did, was rendering instructional support and encouraging others to do it to improve quality of teaching and learning in a collegial way. For example, I initiated demonstration lessons in my Department and co-taught some classes eg. the Agricultural Science teacher asked me to teach the topic of Genetics, which was a section of the curriculum she was not familiar with. Other departments (such as the Language Department) soon followed. I also once asked the Computer Application and Technology Teacher (CAT) to conduct a workshop in assisting other teachers with basic computer skills. Those teachers who had better computer skills than others were then used as facilitators during the workshop. A very pleasant atmosphere was present as colleagues helped each other throughout the course of workshop.

Following a devastatingly poor academic performance in 2011, the School had to come up with an intervention programme to boost its final examination results. The school was introduced by local Departmental officials to the Ilima (meaning to plant) programme as an option to prepare our learners for the upcoming examinations. This programme was the brainchild of a non-governmental organisation founded by church leaders who would sponsor mattresses, food and money for the project. Learners would then camp at their respective schools for the entire period of the examinations. However, regardless of the past successes of the project at schools in the former Transkei region, the parents of learners and the, SGB and SMT of my school were not convinced that the programme could work for us. Among of the main reasons for this skepticism were the limited time available to do planning and the money and manpower needed to sustain the programme. Housing about 65 learners for a period of six weeks and providing them with three meals a day looked like an enormous and impossible task, especially since the school had no funds in its coffers.

However, I saw this as a good opportunity to embark on a mission of building skills to improve collegiality among teachers and to support learners during examination time, with the ultimate aim of improving their marks. For me, the success of this programme depended more on every teacher's ability to work with others (Martinez, 2004) rather

than the things that seemed to concern others most. Therefore, I suggested to the Principal that the various subject departments should share responsibility and that we should divide the work amongst ourselves.

I tried to give clear direction whilst we all reached an agreement on the mission and purpose of the project. I explained to the teachers the goals of the programme and made sure that they were committed to attaining them. Participative leadership (Yukl, 2002) was practised in leading meetings, assigning tasks, recording decisions and commitments, assessing progress, holding each other accountable, and providing direction for the team. Together teachers can take high quality decisions and support and commitment of the group to see that the decisions made, are carried out. After the teachers in my Department were persuaded to become involved in the programme, they availed themselves and suggested that we look for assistance from churches, friends and local businesses, sometimes even contributing from their own pockets. We decided to take on the first week of the camp in an attempt to motivate and inspire our fellow colleagues from other subject departments to follow suit.



PICTURE 6.3: Teachers from my Department preparing meals for the learners at Matric Camp

The Matric camp started off with learners being allocated to their rooms and cabins, and then we met in the hall space where learners, parents and teachers were addressed and informed of the camp rules. We also mapped out our own expectations of the camp. Tutoring began even though learners were complaining about how tired they were. We made it clear that we were not there to play; there was a time for everything and this was time for tutoring. Initially, teachers failed to demonstrate any motivation and initiative. I constantly reaffirmed that I believed in them as a team and that I knew that they were able to do a good job. The pictures above show how my colleagues work together for the betterment of our school. I retained my position as leader, but delegated more responsibility to team members and gave each person an equal amount of work. A structured programme for learners, drawn up by the School Management Team (SMT), in consultation with teachers and the School Governing Body (SGB), was followed and included: morning exercises, daily meals, morning and evening devotions, and individual, group and contact study sessions. Teachers, parents, various churches, community leaders and local businesses gave their support, either financially, in supervising, tutoring, motivating and/or cooking for learners. Various church leaders conducted morning and evening devotions and motivational talks. We experienced many challenges throughout the camp, resulting in tension. Many people became discouraged. Certain sponsors and facilitators did not meet their promises. As a result, the programme had to be adapted more than once. Since we were using the classrooms as dormitories, sleeping was not always as comfortable as what some of the learners were used to. Since the school had no hot water, learners had to heat the water first before they could take a bath, making mornings a nightmare before the morning sessions could start. The programme was very tight, leaving little space for other things than studying. Learners had problems acclimatising. I provided inspirational motivation and encouraged both learners and teachers to jump into action and maintain a sense of optimism to overcome these problems. I ensured that teachers felt included in the programme and constantly offered recognition, praise and rewards for accomplishments.

Sir, it takes more than a person to help a child. Big ups [Mr. Johannes] for your hard work. 23 October 2012 - Community Member

By keeping the lines of communication open, I ensured that everyone felt able to make contribution and received recognition for their achievements (Shrivastava, Selvarajah, Meyer & Dorasamy, 2014). According to Cox (2014), if communication is executed effectively, it has a positive impact on the workplace and especially on organisational performance, with a higher rate of employee engagement. I encouraged staff members to take an active role in devising with ideas and plans. I did not simply focus on getting the tasks finished, but showed genuine passion and enthusiasm for the project. I conducted some of the devotions and motivational sessions myself, made sure that everyone was adhering to the programme, and helped with the preparation and serving of meals; usually leaving the camp after nine o' clock every evening. I ensured that the teachers knew I cared about their contributions and progress. The result of the camp was that a good spirit reigned amongst learners and teachers, and, importantly, the school's matriculation pass rate improved from 45% in 2011 to a remarkable 86% in 2012. This proved that our teamwork led to better outcomes, because the team brought more resources to bear against challenges and there was more oversight, which reduced the risk of poor individual contributions.

Friends, Forces and Comrades, please do allow me to relate the fact that, in as much as I may harbor different social and political outlook on things with Johannes. Nevertheless, in my own view, he is one beacon that we can never thank enough for the recent upsurge in Grade 11 and Matric results at "Plough Back" High. Mr. Johannes, you have left a big vacuum at our school, I trust and hope that [your successor] will carry the baton forward with as much zeal and commitment. 26 January 2013 – Parent and Community Member – on the schools' facebook network.

Working as a collective offered an opportunity to share the workload, and enabled us to accomplish more than individual members could have achieved by themselves. Applying our different personal and interpersonal skills we often came up with more effective solutions than one person working on the same problem could have. Most of the challenges we experienced, related to the physical, emotional, mental and spiritual needs experienced by our learners. This camp was for most their first such experience,

and being away for six weeks from their homes added to their anxiety. Hence, we had to ensure that they remained focused and therefore initiated various activities to enhance the actual reason for the camp, which was to create an opportunity for them to study and remaining focused throughout the examination:



PICTURE 6.3: Here our learners are doing their early-morning exercises before breakfast. I asked our alumni to assist with the morning exercises, getting our learners shaped up for the day. This was initiated to address learner fatigue and improve their concentration span for the day's activities.



PICTURE 6.4: Special prayer meeting by one of our local church leaders. This was initiated to address learner’s spiritual needs and to ensure that they remain positive and motivated. [Learners are being surrounded by church members whilst kneeling in the center]

Apart from the fact that the school benefited from this project, what stood out for me the most, was how the level of social competence increased and has moved beyond the boundaries of the school premises. Firstly, I observed evidence of improved social skills and social awareness:

It is nice to see that teachers who really care — ZK (Ex-learner and community member) – 31 October 2012.

I learnt from you as a good leader the importance of networking, the importance and how to build bonds and the importance of teamwork. You always preach that the team is stronger than the individual. You [Johannes] were able to give honest feedback and acknowledge your colleagues who do things well, but also have tough conversations when necessary. — Ms. T., 16 January 2013.

Credit is due to the hard work of the learners, the teamwork of teachers and the entire community – Mr. LH (Ex-learner and community member) 3 January 2013.

I am happy for these guys, something much greater is waiting for them, not forgetting the support the Alumni, parents and all the stakeholders that made this possible. Hope everyone learned from what you [Mr. Johannes] achieved. — BT (Community Member), 29 December 2012.

A widely understood concept is: *United we stand, divided we fall*. This applies to schools, too. Collective team activities are vital in ensuring that a school reaches its goals. Some tasks cannot be accomplished, individually, but can easily be undertaken by a team.

Building a meaningful reflective capacity in teachers; helping teachers becoming more self-aware

Developing self-awareness is an important factor in building better relationships (Druskat & Wolff, 2001). If individuals with high emotional intelligence are capable of managing their own emotions and the emotions of others, it is reasonable to anticipate that they will also be able to manage relationships with others successfully (Jordan, Ashkanasy, Härtel & Hooper, 2002). In this cycle, I tried to make teachers aware of these sometimes hidden personalities and factors and what impact it might have on their relationships within the workplace. Self-consciousness includes consciousness of one's own mental states, such as perceptions, attitudes, opinions and intentions to act (Vogeley, May, Ritzl, Falkai, Zilles & Fink, 2004). Self-reflection provides the capacities most necessary for the emergence of these self-conscious emotions. Based on a sound understanding of how we relate to others, we can adjust our behaviour so that we can deal with them positively. I mentioned in Chapter One that one of my concerns was that teachers found it difficult to make sense and meaning of themselves and their professional work. I further explained that reasons for this behaviour might be because they were not aware of the existence of contextual forces or did not understand how to negotiate these forces within the setting of the school.

By understanding what upsets us, we can improve our self-control (Baumeister & Exline, 2000). By understanding our weaknesses, we can learn how to manage them and still reach our goals. However, it is not easy to be objective when considering ourselves, and how others actually see us can be quite different from what we think they see. People can develop self-awareness on their own. However, coaching can be a

better way of helping people view their own actions and reactions objectively, so it is useful for helping people to build self-awareness.

Building self-awareness

The Big Five traits (Goldberg, 1993) are general and broad personality concepts that are expressed in more detailed traits. Factor one: *Openness to experience* entails the ability to be creative, imaginative, perceptive and thoughtful. Factor two: *Conscientiousness* is indicated by two major aspects: achievement and dependability. Factor three: *Extraversion* represents the tendency to be outgoing, assertive, active, and excitement seeking. Individuals scoring high on Extraversion are strongly predisposed to the experience of positive emotions (Watson & Clark, 1997). Factor four: *Agreeableness* consists of tendencies to be kind, gentle, trusting and trustworthy, and warm. Factor five: *Neuroticism or Emotional Adjustment*, which is the tendency to be anxious, fearful, depressed and moody.

Personality traits/factors	High Score	Low Score
Openness to experience/Intellect	Tend to be original, creative, curious, complex	Tend to be conventional, down to earth, narrow interests, uncreative.
Conscientiousness	Tend to be reliable, well-organised, self-disciplined, careful	Tend to be disorganised, undependable, negligent
Extraversion	Tend to be sociable, friendly, fun loving, talkative	Tend to be introverted, reserved, inhibited, quiet
Agreeableness	Tend to be good natured, sympathetic, forgiving, courteous	Tend to be critical, rude, harsh, callous
Neuroticism/Emotional adjustment	Tend to be nervous, high-strung, insecure, worrying	Tend to be calm, relaxed, secure, hardy

TABLE 6.2: Summary of Big Five or OCEAN model (Goldberg, 1993)

Before teachers took the test, ethical clearance was obtained to avoid any confidentiality risks associated with participating. Many psychologists consider Openness; Conscientiousness; Extraversion; Agreeableness; and Neuroticism as the five fundamental dimensions of personality. Hence, I decided to implement a questionnaire known as the Big Five or OCEAN model (Goldberg, 1993) in this study (see **Appendix F**). This is an online psychological test that helps people to understand themselves better and provides them with greater insight into their behaviour and performance at work.

After the test, teachers' scores were issued and they had to compare it with the above table. They were given the opportunity to share with the rest of the group their own opinions about the accuracy of the results with regard to their personality and what kind of action they would take in order to change.

Appendix G shows examples of the scoring sheets of three participants who took the test. Below are some of the responses:

The results given by the psychological test is quite interesting. It allows one to pause a little bit and to have a good look into areas of one's life important for the correct frame of mind. Although I disagree with some of the results given, I am open to new experiences. It allows you to develop and grow and I am always willing to be developed. Yes, I agree I am not always well-organised and will keep on working on this area. Yes, sometimes I reserved myself at times, but I am also a sociable person. It is not that I always want to spend time with myself. I believe I am a forgiving person and are not holding grudges. I also believe that I am relaxed but depend on the situation I find myself in — Ms L., 23 August 2012.

I don't fully agree with my results from the psychological test. I am somewhat curious and original. I am an organised person and can be relied on, because I always take good care what I am doing. Yes, indeed, I love the company of other people, because I use this opportunity to learn from them. I am sympathetic and forgiving, always try my best to remain calm and not stressing myself over things I have no control on — Ms P., 23 August 2012

During these discussions, I expected the teachers not to easily accept the outcomes of the personality test. It is clear from the above responses that teachers accepted the positive comments more easily than the negative comments and at times tried to deny, defend and justify irregular personality traits. Initially, the idea was to have more

deliberations and open discussions around the results, but unfortunately due to time constraints and me leaving the school, I did not get a chance to further interrogate the findings and outcomes of the personality test.

Improving teacher leadership through delegation/distributed leadership

In Chapter One, I identified teacher leadership as a critical factor in the transformation of South African schools and poor teacher leadership as one of the factors that might have influenced teacher morale within my school. I also explicitly narrated how my autocratic leadership style had created a barrier for the development of teacher leadership. In this section, I explain what I did to improve the situation, what I learned, and the significance of my action and learning.

Teacher leadership fundamentally entails the exercise of leadership by teachers, regardless of their position or designation. It does not place an emphasis on leader/follower perception, neither does it regard leadership potential solely as an individual characteristic (Harris, 2003). Instead, it implies that leadership is a collective phenomenon and an exercise of influence. According to Gronn, “the potential for leadership is present in the flow of activities in which organisation members find themselves enmeshed’ (Gronn 2000: 331). Hence, leadership is better understood as “fluid and emergent, rather than a fixed phenomenon” (Gronn, 2000:324). Wasley (1991:23) defines teacher leadership, as “the ability to encourage colleagues to change, to do things they would not ordinarily consider without the influence of the leader”. Similarly, Katzenmeyer and Moller (2001:17) define teacher leaders as: “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice”. Boles and Troen (1994:11) compare it to traditional notions of leadership, by defining teacher leadership as a form of “collective leadership in which teachers develop expertise by working collaboratively”.

In promoting teacher leadership, I tried to increase teachers' access to resources, information and expertise in order to positively affect and influence school change (Hallinger & Richardson, 1988). Under my leadership, leading was not restricted to just formal positions (Greenlee, 2007), but rather active participation and informed decision by all educational colleagues within the school.



PICTURE 6.4: Newly formed Publicity and Publication Committee. Picture taken on 26 January 2011. Initially this committee consisted out of four female staff members and me as the convener.



PICTURE 6.5: Publicity and Publication Committee holding members their first planning meeting. Picture taken 7 February 2011.

I want the reader to note that from the above two pictures, something notable is evident. As a school manager, I had to attend to so many school related issues that it became impossible for me to be everywhere. These pictures were taken by another colleague, showing meetings initiated and convened in my absence. This group of teachers granted me permission to take care of other important school matters whilst they continued with their planned meetings. After the meetings, they would simply just me either verbal or written feedback.

Extract from minutes of meeting - 7 February 2011. Apology: Mr. Johannes is in SMT Meeting. The first newsletter (Issue 01/2011) must be issued in the beginning of the second term. The newsletter must not exceed four A-4 pages. Ms. Q with a group of learners will be responsible for the gathering of the newsletter items. Ms. K and Ms. L. will be responsible for the electronic assembly of all gathered items - Mr. Johannes will assist them. Potential sponsors that will be contacted include all corporate businesses who are rendering a service to the school. Next meeting will be 21 February 2011 immediately after school.

The significance of this is that the teachers enjoyed taking on more responsibilities. The teachers grew personally and professionally, because they were pushing themselves out of their comfort zone to take on more responsibility. The teachers showed that they possessed initiative, drive and ambition. This is evident from to their active involvement in extracurricular activities to professional enrichment programmes and studies. The teachers in my Department agreed to take the lead in at least one school activity, programme or project, whilst three pursued their studies in an attempt to enhance their career in teaching. Succeeding in taking on more responsibility increased their confidence. The teachers inevitably also experienced discomfort and hard times, but continued and made real progress within the organisation because of my encouragement and assistance.

I have learned a lot working with him within a short space of time when I was a [school] Finance Committee Secretary. He acknowledged my abilities and made me feel valuable in the institution; it is evident when he applauded my daily preparations during the staff briefing. Mrs. T — Farewell speeches: 16 January 2013.

I've never believed in myself as a person, that I'm capable of doing certain things. I was always scared that I would not be able to do it or that I was going to fail in what was given to me. But with your [Mr. Johannes] encouragement I was able to get out of my shell and to do tasks that you assigned to me to the best of my abilities. It has also given me more confidence as a person and to believe in myself. Ms. T - 06 August 2014 (Via Whats-App).

Your time there (at school) did inspire. In a sense that you tried to keep everybody together despite their differences, that really inspire me. Mr. Q – 04 August 2014 (Via Whats-App).

The above speech further shows that teachers were able to take their skills and potential to new heights and gained the new skills and competencies required for success.

From the above definitions and pictures, it is clear that leadership needs to be a shared or delegated activity in schools. Both Gronn (2008) and Spillane (2006) use distributed leadership to explore leadership in action, as a social phenomenon (Harris, 2004). Delegation provides opportunities for people to develop leadership skills. Evidence suggests that distributed leadership is one potential contributor to positive change and transformation in school systems (Spillane, 2006; Harris, 2008).

Although distributed leadership means more leaders in schools, it also highlights the circumstances under which people exercise leadership. In order for me to effectively deal with the issue of delegation, I had to get a clear understanding of why I preferred to employ a more linear, top-down traditional approach of leadership in my practice. Terms used interchangeably with distributed leadership are 'shared leadership,' 'team leadership,' 'democratic leadership,' 'distributive leadership,' 'dispersed leadership,' and 'collaborative leadership' (Spillane, 2005: 143). Regardless of the definitional problem of these terms, all of them project an element of distribution. Therefore, distributed leadership is not the monopoly of any one person, but rather a group activity that works through and within relationships.

Although studies have shown that there is a correlation between distributive leadership and servant leadership (Woods, 2004), in servant leadership there is a need to serve

others that does not exist in distributive leadership (Miears, 2004). In servant leadership, the focus is on the role of the leader as a servant rather than on self-interest (Stone, Russell, & Patterson, 2004) as well as ethics, community development. Servant leaders sometimes sacrifices their own well-being to help others succeed. Servant leadership differs from other leadership approaches, because it stresses personal integrity, focuses on forming long-term relationships, extends outside the school premises, and encourages followers in moral reasoning (Graham, 1991).

Now that I have described and explained with evidence to show how my transformation in leadership positively influenced the transformation within my school, the next chapter, Chapter Seven, will outline the validation of my claims.

CHAPTER SEVEN

ENHANCING THE RIGOUR OF THE RESEARCH

Introduction

Now that I have made my claims to knowledge in the previous chapters, in this chapter, I test their validity as a valuable contribution to the body of educational management scholarship. Questions I hope my reader will be able to answer in this chapter include: *Are the outcomes significant? For whom, and why? Has there been practical change? Can it be justified as educational change? Have I developed in my professional capacity? Have I showed the assumptions and contradictions of my results? Is the evidence to support my analysis and explanation sufficient and appropriate? Are my claims 'authentic' to my colleagues? Can I insert my findings into a critical professional debate?* (Bennett, Glatter & Levacic, 1994). I show my own epistemological position (by questioning what knowledge is and how it can be acquired), and ensure methodological rigour and moral accountability by submitting my research findings to the critical scrutiny of others for judging their quality and validity.

Rigour is achieved when the most appropriate methodologies are applied to data collection and analysis (Ryan & Bernard, 2000). I realised that for an action researcher to be examined as a postgraduate candidate at doctorate level or to be accepted in conventional conferences and journals, it would not be sufficient to just 'tell my story' of an action research project: one must also demonstrate rigour in the research. I have articulated the development of my living educational theory and feel confident that I have done what is required to achieve academic recognition. The terms *validity* and *quality* are sometimes used by practioners as synonymous with rigour (Melrose, 2001). The term validity may refer to the discussions around related concepts of reliability, precision and accuracy in relation to instruments or tools of research. The term quality may be conceptualised as research leading to transformation for the research participants and improvement in practice studied aid particularly suits action research as

an emancipatory, critical model of research. I tried to avoid confusing research rigour with concepts such as measurement precision, quantification and generalisability in determining how to best meet my research objectives. According to Ryan (2005) methodological techniques have no fixed “standards” but include a wide range of variations and nuances. Rigorous research is when the researcher applies the appropriate research tools to meet the stated objectives of the investigation.

I applied the appropriate tools to meet the stated objectives of the investigation by answering a series of methodological questions (Ryan, 2005:32), such as:

- Do the data collection tools generate information that is appropriate for the level of precision required in the analysis? During data collection, I identified specific criteria that would be examined, which helped in providing more relevant information rather than general unstructured data collection.
- Do the tools maximise the chance of that the full range of the phenomenon of interest will be identified? Different data collection approaches provided the appropriate data for my research question. For example, interviews allowed personal responses and insights, whilst observations and recordings confirmed the transformation of attitudes and behaviour.
- To which degree are the collection techniques likely to generate the appropriate level of detail needed for addressing the research question? For example, appropriate interview questions provided vital insight into potential subsequent questions and discussions.
- To what degree do the tools maximise the chance that data with discernible patterns will be produced? I drew on more than one source of data, when possible, including: interviews; observations and questionnaires. The methods, techniques and procedures of research I chose, best met the needs and purposes of my research. Some participants took part in semi-structured interviews. Some of these interviews were digitally recorded for later transcription. They were conducted in a private setting, where the confidentiality of the participants was assured (refer to Chapter Four).

- To which degree do the analytic strategies maximise the potential for identifying relationships between themes and topics? I looked for transition, repetition, analogies and metaphors in written texts and in speech. Also, using the comparative methods involves taking pairs of expressions — from the same informant or from different informants — and asking, How is one expression different from or similar to the other? Studying interviews for evidence of social conflict, cultural contradictions, things that my colleagues people did in managing impersonal social relationships, and information about how they solve problems, examining the setting and context; their ways of thinking about people, processes, activities, events, and relationships (Ryan & Bernard, 2003).
- What checks are in place to ensure that the discovery of patterns and models is not superfluous? I kept a personal journal of my and others' learning. I checked out my understandings by triangulating evidence (same theme, code or pattern appears in more than two types of data), and by talking to my critical friends and validation group. This maximised the potential for finding relationships between themes and topics.
- Finally, what standards of evidence are required to ensure readers that the results are supported by the data? The inquiry's findings are supported by the data collected – ensuring a degree of neutrality. The findings of the study are shaped by all the participants and not only by my own bias, motivation, or interest. Reference to literature and findings by other authors confirm my interpretations and strengthen the confirmability of the study, in addition to the information given and interpretations by people other than myself.

Personal Validation

My personal validation takes the form of self-evaluation and personal moral convictions. During the inquiry, my views changed from presenting objective knowledge claims of *I know that* (propositional knowledge) and *I know how* (procedural knowledge) to subjective claims to knowledge of *I know this* and *I know*. In assessing my initial views with regard to my epistemological stance, I came to realise that I saw knowledge as a

hard body of objective reality and not as a subjective experience of reality. I learnt that objective knowledge concerns facts that can be created through rigid, scientific methods and that reality exists independently of the researcher. Now I know that knowledge is subjective, because it is socially constructed – in collaboration with others. A shift of view from independence to interdependence. Knowledge is subjective and exists only through an individual's perception and the interpretation of reality by the researcher. I consciously tried to conquer the normal detachment that exists between research and practice; concept and context; by including myself in the research process. According to Stewart (2006) academic researchers from higher learning institutions are generally perceived as the experts in educational research whilst teachers and teacher leaders like myself do not receive the same kind of recognition. Teachers' knowledge and views are often undervalued, despite their in-depth knowledge of actual teaching contexts and practice.

In examining my own practice, I draw on my 'tacit' and various theories of knowledge to enhance my learning. My living theory is grounded in the personal knowledge that I accumulated through observations and personal experiences. I constantly draw from this knowledge, as I systematically relate my work to my values, and draw on these values as the standard of judgement on which I evaluated my work (Whitehead & McNiff, 2006). According to Whitehead (2004), values emerge through practice as living standards of judgement, so I could test the validity of my claims to improved practice in relation to the extent to which the values that inform my practice have been realised. I am claiming that I am embodying and implementing my educational values in practice. After understanding the existence and value of tacit knowledge, as indicated in Chapters Four and Five, it became an important element in my work and learning and the manner how it is incorporated into practice (McAdam, Mason & McCrory, 2007). It could be argued that all tacit knowledge remains embodied (Day, 2005). Tacit knowledge is knowledge that I have, and I know I have, although I might not always be able to put it into words. In grounding my epistemology in my personal knowledge (Polanyi, 2012), took the decision to understand and interpret the world from a personal point of view, claiming originality and exercising my personal judgment responsibly and

with universal intent (Polanyi, 2002). I trust my own internal processes of critical reflection and use that to validate my opinions. Through thoughtful critical self-assessment I honestly reflect on my strengths and also areas that need to improve. I appreciate the idea that all people possess embodied knowledge (Polanyi, 1966). I value the capacity of people to draw insights from personal experiences and influence (Chomsky, 1986) to create their own knowledge. I have learned that although people may not always be able to express or justify their beliefs, their tacit knowledge may be reflected in action, procedures, routines, commitment, ideals, values and emotions (Nonaka & Teece, 2001).

To further show how I value personal knowledge, I strive to create platforms for my colleagues to articulate and externalise their embodied knowledge. I am fully aware that tacit knowledge is difficult to articulate (Nonaka & Takeuchi, 1995; Baumard, 1999), because such knowledge is not accessible to anyone other than the individual. According to Tagger (2005), there are many reasons to warrant the extraction of tacit knowledge other than for simply research purposes. I agree, because people possess a large reservoir of tacit knowledge in the form of inborn skills and experiences, normally referred to as 'human capital', which could be of enormous benefit to their employees. I turned embodied tacit knowledge into externalised articulated theories of practice. In this study, the sharing of tacit knowledge in an informal atmosphere happened in either group or individual meetings in discussions on feelings or experiences, or took the form of a discussion of current problems in which the participants empathised with each other's situations. Some of these gatherings I captured in written recordings and photographs. From my data archive, I then generated my evidence base, which I used to assess the validity of my emergent and provisional knowledge claims.

I never thought that my values were among the strongest forces in my life, motivating and driving me in my work. I took my values for granted, never really giving them as much thought as I should have, and therefore never talked about them. That is, until I embarked on this study, where I was confronted with the questions such as: *Why*

should my values matter? What is important to me about life? Why is this important to me? My values give real meaning to my life. They reflect who I am, inform all of my decisions, my beliefs and how I feel. Without an awareness of how to recognise and satisfy my own core values, I would simply find myself working in the service of someone else's causes and goals. I claim that I now understand that values are fundamental to our purpose as human beings. Because it is important to me and my practice, I consciously chose to understand them, the behaviours they drive and the feelings they generate. As a manager and team member and as someone who has close working relationships with my colleagues, it became valuable to me to gain a better, more specific understanding of what is important to them. *What are their values – and how do they express them?* In one of our Departmental gatherings, I included an activity that I called: "My values". During this activity, I asked teachers to make a list of the things they value and how they applied these values in their daily lives. The ultimate aim of this activity was simply to make us understand that, as human beings, we develop our own values, beliefs and attitudes. The experiences we have, all contribute to our sense of who we are and how we view the world. Our values may come from a variety of sources, such as: social influence (family, friends, colleagues), educational institutions and backgrounds, religion, media and culture. Having an understanding of the values that underpin all we do, can simplify the issues we may encounter during our daily lives. This understanding also can help us understand and be more tolerant towards others.

Peer Validation

Peer validation usually took the form of meetings with my critical friends and validation group. The purpose of these meetings were to seek critical feedback on my claims and their evidence base. All presentations and judgements supported Habermas's (1976:161) "truth claims" criteria. In relation to the criteria identified by Habermas, I show that my claims are:

- comprehensible, in that I am communicating my thoughts in a way that is logical and speaks to my own experience;

- truthful, in that I am prepared to test the validity of my claims against a public evidence base;
- sincere, in that I can show how I have endeavoured to implement and exemplify my values over time;
- socially, historically, politically and culturally aware, in that I show that I pay due regard for what is going on in the contexts that I am working in.

I conducted this research in collaboration with parties who had a share in the problem under investigation. In Chapter Four, I mentioned that I recruited critical friends, whose job was to offer me feedback on an on-going basis, and a validation group, whose job was to scrutinise my evidence and offer me critical feedback. My critical friends comprised five of my colleagues at school. The validation group comprised my research promoter, as well as peer researchers who were also engaged in doctoral studies. The critical feedback of my supervisor guided me and encouraged me to extend my thinking. The following are examples of how she invited me to question my own assumptions by asking problematic questions about my work:

Me: Action researchers aim to produce their personal theories to show their own learning and invite others to learn with them. They never look for a fixed outcome.

Supervisor: So how does this relate to your study?

Me: In contrast to how I was before I embarked on this research journey, I now want my thinking to be "purposeful, reasoned, and goal-directed and the kind of thinking involved in solving problems, formulating inferences, calculating likelihoods, and making decisions" (Halpern, 2003:6).

Supervisor: Why? What was your thinking before — what has this to do with values? Not sure if this is not a new idea you are introducing.

The above kind of interactions helped me to clear up misconceptions, scrutinize inadequate evidence and addressing gaps in my research.

I obtained written permission from both my critical friends and validation group (see **Appendix H**) to use their feedback as part of this thesis. My meetings with my critical

friends and validation group were conducted in the spirit of democratic evaluation. I kept a record of the validation processes as part of my evidence base. In writing up my report, I include a record of what happened at the validation meetings. Below are some of the responses from my validation group:

“Just my observation idea of action research being personal journey – well articulated. However, would think “assumptions” about traditional vs. action need to be substantiated by several sources of literature and acknowledgement given to fact that they could co-exist. Think more time needed to interact with claims to knowledge, reasons for choosing action – just personal? Maybe I missed out on scientific motivation. All in all presentation went down well”. — Dr. L. 19 September 2014.

In the previous chapter, I presented evidence to show that I really know, that my claim is relevant, meaningful and can be believed. The claim that I was making and testing in my report is that I have improved my educational leadership and I know how and why I have done so. By acting in accordance with my values, I changed my way of thinking about leadership, which in turn influenced my ways of interacting and leading. I believe what I know is significant and has meaning for myself and other people; therefore it can be taken seriously and pronounced legitimate in the public domain. I generated evidence from the data, and submitted my explanations of educational influences in learning rigorous validation processes. I believe that my research is significant in that I demonstrated the potentials of new forms of practice as well as theory.

I would describe my previous thinking ability as categorical narrow-mindedness, leaving little room for adjustment or growth. My inability to solve problems effectively was due to a rash jumping to conclusions and judgment, or over-analysis, which leads to paralysis in decision-making. My primary concern as school leader became the depth of critical thinking rather than the breadth of merely upholding departmental policies. My thinking patterns moved from a linear, mechanistic and imperialistic form of logic to a living, propositional and dialectical form of thinking. The emancipatory nature of this study helped my colleagues and myself to recover and free ourselves from the limitations and chains of irrational, unproductive, unjust and unsatisfying social structures that limited our self-development and self-determination (Kemmis &

McTaggart, 2007). As I mentioned in Chapter One (refer to Samuel Force Field Analysis on page 18), on a daily basis we are surrounded and influenced by institutional forces, biographical forces, contextual forces and programmatic forces that place limitations on our growth and progress as individuals (Samuel, 2008). But, over the years, and specifically during the course of this study we have overcome our fear of failure, rejection and shortcomings. The fact that teachers now are more actively involved in the life and growth of the school, and initiate and participate in programmes and projects for development testifies to their personal growth. The significance of this critical thinking is that I influenced my colleagues to make good decisions and I helped them to improve their own futures and become contributing members within the school (Facione, 2010).

My thinking about my practice was transformed, not only in respect of the application of knowledge, but also in respect of its generation, since “new realities require new thinking about leadership” (Senge, Scharmer, Jaworski & Flowers, 2004:177). Instead of just adhering to a single, familiar way of leading, I now use a variety of leadership styles that may be relevant for dealing with the many challenges faced by my school. My new team approach comprises a new way of thinking, in terms of which consciously decided to place people above popularity and status. The concept of team-based leadership reduces the focus on top leadership and allocates responsibility for success across all subdivisions within the school (Lapp, 1999). This helps to place the focus on the goals of the school as a whole, rather than on certain individuals (Northouse, 2004).

In this study, I meaningfully explored in depth how my epistemological beliefs contributed to my leadership behaviour, and the changes required to meet the needs of challenges experienced in my practice. My perspective of leadership was essentially deconstructed from an authoritarian function to a shared practice, where every person becomes a self-regulating individual. This transformation in my learning to some extent represented my epistemological development, rather than simply a change in my behaviour or an increase in my knowledge.

My self-study placed me at the centre of my own inquiry. I started seeing myself not in isolation, but existing in company with others. *I asked, 'What am I doing? How do I describe and explain my actions? How do I hold myself accountable to myself and others?'* As I investigated my practice to improve it and create my living-theory, I spelled out my ontological values as descriptive principles and living standards of judgment. I understand my ontological values to be that which give meaning and purpose to my life. I understand my standards of judgment to be 'living' in the sense that they are evolving and are in a dynamic and communal inter-relationship with my values and the practice through which they emerge. In enhancing the rigour of my living theory through dialectical critique, I communicate, define and share the ontological values that give meaning and purpose to my life as they emerge during my inquiry. The process of clarification and communication transforms the embodied ontological values into communicable epistemological standards of judgement that I use to evaluate the validity of my claims to know my educational influence.

I have learned to challenge what is taken for granted; taking that one step further. Inquiry should lead me to "analyze and criticize the ways things are done . . . to develop a praxis" (Lemke, 1995:157). The implication of my research for my praxis is engaging in theory, practice, research and action simultaneously and directly, to bring about social change through and for education, starting with my own practice. Engaged in praxis, I enacted contextualised theorising about my inquiry based knowledge generation, which allowed me to challenge and change my own assumptions and approaches to leadership actions. Reflection created space for negotiation, as well as space for examining my own role and the contextual system in which my work was embedded.

I submit that I am contributing to the education of the social formation (Whitehead, 2005) of the education profession by providing school teachers and leaders new ways of understanding their practice. I have shown how a leadership that is embedded in values of care and trust has the potential to influence school culture in a positive way and to encourage others to take responsibility for their own learning.

An organisation's culture comprises the collective values of the individuals that constitute that organisation. According to Fullan (2007), school culture can be defined as the guiding beliefs and values evident in the way a school operates. School culture promotes and nurtures improvement, collaborative decision making, professional development and the learning of staff and learners. The aspect of school culture I proposed to change, was the strengthening of leadership to acknowledge the existing reality that there were already multiple leaders in my school. Firstly, I changed my own narrow view and stance of leadership that the school management team was, primarily, responsible for leadership in the school. I constantly looked for platforms to create a school culture where key stakeholders, especially teachers, would be willing to take responsibility for leadership within and beyond the classroom, from the chairing of meetings to the making of important decisions in terms of school activities. Just as research (Kruse & Louis, 2008) has begun to shift attention from the maintenance tasks of school management to school leaders, I also took up the responsibility for creating a culture that was innovative and flexible. Being flexible means being open to new ideas, facilitating access to resources and providing encouragement and guidance that builds confidence. The intention was to decrease the distance between the powerful and the powerless members of the school who accepted and expected the norm that power is distributed unequally. Instead of using the authority of my position as school manager, I rather tried to influence the behaviours, beliefs, relationships and other complex dynamics present in the school, which were often taken for granted.

Ladson-Billings (2000:257) refers to epistemology as a "system of knowing" that has both "internal logic and external validity". My living theory contains such a system of knowing, in that it reflects the experiences of my everyday life and that of my life as a researcher in the research process. I have observed all the necessary procedures to ensure the truth value and validity of my claim as part of my concern to demonstrate the internal logic and my own methodological rigour, so that its validity can be tested against the findings of others. Whenever I have made a claim to knowledge, I have articulated the criteria and standard of judgements I have identified. As mentioned in Chapter Four, I believe that by doing this, I met the criteria for rigour, as articulated by

Winter (1989), that is, the six principles of reflexivity, dialectical critique, collaborative resource (meaning each person's ideas are equally significant as potential resources), risk, plural structure and theory-practice transformation in doing action research. As a leader, I have become someone who is reflective and reflexive, taking the initiative by acting rather than reacting to events and always being mindful of my personal reasoning, intentional conduct and my continuous personal development, reflecting critically on my own understanding of my practice, including my actions, values and role as a leader (Whitehead, 1989).

I generated evidence from the data, to produce a strong evidence base; I did this by setting the criteria and standards of judgement that would enable me to extract key pieces of data that became evidence. In searching my data archives to support my changed behaviour, my values of caring and trust became part of my criteria of judgement. I observed what was going on in my own and my colleagues' practices by keeping and capturing records of the action as data; analysing; and interpreting in order to generate evidence. In writing up this self-study, I referred to notes taken during meetings, documents created during work, informal interviews with colleagues, and communications between colleagues. These data sources helped me identify and consider aspects of the process, particularly the aspects of my claim to knowledge. This all was done within an ethic of care and respect for others and self.

I used a briefing sheet for each validation meeting as part of my validation procedure in an attempt to seek critical feedback from my critical friends and validation group. The validation meetings with my validation group comprised several processes, including listening to the research account; scrutinising the data; and deciding on the validity of the knowledge claim.

The starting point for demonstrating the validity of my claim to knowledge goes back to my questions: '*What is my concern?*' and '*Why am I concerned?*'. Asking this question at the beginning of my research, meant that I was willing to do something about my unsatisfactory situation. I showed how my values of trust and care that inspired my

practice were being denied because of oppositional forces that were grounded in values different from mine. I gathered data and produced evidence to show my values being denied. Later in my report, I showed the creation of my evidence base and how I realised my values successfully.

I showed standards for judging the rhetorical validity (Foss & Gill, 1987) of my text through the use of language that my account is comprehensible, authentic, truthful, and appropriate to its context. My writing demonstrates, through the use of language, my capacity to exercise my educational influence. I use textual devices to clarify any ambiguities in my account to get my reader to trust me and my text. Italics, different font sizes or underlining emphasise words or phrases, when necessary.

My narrative theory drew on the principle of historical continuity (Heikkinen, Huttunen & Syrjala, 2007), because it focuses on the broader historical, political and ideological contexts that shape the action of all participants. The political history and past of our country, South Africa, largely influence our perceptions and ideologies with regard to how schools should be managed and led. I consciously reflected on my pre-insights or ontological presumptions, whilst considering my own subjectivity as an important component of meaning making. Hence, the production of authenticated evidence was tested against the responses of my critical friends in order to achieve intersubjective agreement about the validity of my claims. My colleagues and I grew up in an age in which the term 'leader' was conventionally perceived as a masculine term and identified with male traits, privileges and superior status, and an authoritative style, signifying a position of power (Minnis & Callahan, 2010). Structural and mental impediments prevent women from reaching the top. I view males and females as equals, and equally capable of handling any given task. To substantiate this claim and show how my own thinking changed around leadership, I delegated most of my leadership duties to females. My validation group and critical group are mostly females. Prior to the study, I understood knowledge as an empirical object of rational enquiry, embracing a spectator approach and seeing knowledge as a thing. However, I learned that educational management is not an impersonal practice.

I changed from a management short-range view to a long-range leadership perspective. My management practice of upholding rules and regulations became people driven. Previously, I relied on a set of standard operating procedures to facilitate consistency in my management practice and for administrative effectiveness. For example, as curriculum head, my duty is to ensure that all teachers complete the prescribed curriculum for the year, as required by Departmental policies. If they fail to do so, they will be subject to disciplinary action. Previously, I expected teachers to follow this rule; my duty was to enforce this rule equally amongst all teachers. A school culture existed where the emphasis was on strict formal rules and procedures, clearly defined roles and boundaries of authority, minimised risks, and an impersonal and predictable work environment. The prevailing values included efficiency, predictability, production and control. I have since shifted my focus to people and strive to inspire trust in and develop them to help them execute their duties with diligence and pride. For example, I encourage collegiality, to stimulate creativity and the innovativeness of teachers, thus addressing individual shortcomings. My position within the school as a supervisor gives me authority over my subordinates to direct and control their actions to ensure that organisational goals are met. I ensure that authority is now equally delegated, to encourage meaningful participation and cooperation amongst staff members. Management skills have assisted me in asking relevant questions such as 'how?' and 'when?'. My developed leadership skills helped me to ask challenging questions, such as 'what?' and 'why?', no longer just accepting the *status quo*.

Now that I have described what I have done to enhance my research rigour, the next chapter, Chapter Eight, concludes my research document. Chapter Eight will outline the educational significance of my claims to having learnt how to lead in a way that promotes the embodiment of values that enhance the quality of education.

CHAPTER EIGHT

POTENTIAL SIGNIFICANCE OF MY RESEARCH-BASED PRACTICE

Introduction

In this final Chapter I addressed my last question: *What significance do my claims to knowledge have?* I explained in Chapter Two that my values of trust and caring are very important to me, because they serve as guiding principles by which I want to live my life. I saw the need to live out more fully my values after I realised that I was denying these values in my practice, experiencing myself as a 'living contradiction' (Whitehead, 1989). Although I believe that trust is the foundation in any human relationship and interaction, it was not a value that was evident in my practice. My practice lacked the element of caring that would create a firm foundation of trust. From here then the question arose: ***How can I contribute to transformation in my school through my leadership practices?*** I conducted an inquiry into my leadership style and interpreted it in the context of my practice and daily work as an educational leader. I critiqued, modified and constructed my own living knowledge of my identified concerns through planning, acting, assessing, and refining. I used literature to examine my own work with care and some detachment, to challenge my own thinking, and to draw reasonable conclusions from my inquiries, including generalizations that could help me to contribute to new practice and theory.

The significance of my action enquiry is that I was able to: generate and test my living theory of improving my own learning, to influence the learning of those I work with (Whitehead & McNiff, 2006). In this chapter, I discuss the potential importance of my study for new practices, thinking and understanding leadership in education, which may help to influence policy makers, school leaders and researchers to think differently about educational leadership. I do this to answer the question: *"How do I modify my ideas and practices in the light of my evaluation?"*

I embarked on my action research journey with questions about my school and the concerns I had about my leadership and the need for improvement. Engaging in action research challenges educational norms. As I engaged in a process that helped me converse about my practice in systematic and meaningful ways, I started to question my preconceived ideas about the purpose and process of what I was doing. I worked alongside colleagues in an attempt to collect and analyse data to gain insights into the research question of how I could improve my leadership practice, take action based on what I learned in the process, and share my learning with others so that not only my school, but also the wider education community might benefit. In presenting my account, I highlighted what I learnt about school leadership. I believe that this study can assist school management teams in their professional development for school improvement. The learning that I share in this study has the potential to help school leaders improve their leadership which, in turn, will have a beneficial influence on specific aspects of school functionality. By sharing my account, I also hope that other practitioners will be inspired to conduct action research to create their own living theories.

This chapter is divided into the following three sections:

- Explaining my claims to knowledge and my living theory of educational leadership.
- Explaining the potential significance of my learning pertaining to the learning of others.
- Explaining the potential significance of my learning pertaining to the education of social formations.

Explaining my claims to knowledge as my living theory

In the previous chapter, I explained how I contributed to **new practice** in terms of showing how I have changed my practice to make it more aligned to life-enhancing values. I also affirmed how I contributed to **theory** by explaining and, drawing on propositional theories, how my own thinking and ideas improved, and how I developed

insights around educational leadership. By focusing on my **learning**, I have come to know differently, adding value and understanding to my practice.

I also linked my findings to my claim to knowledge. I now know something that was not known to me before. I have created my own theory of leadership practice. I showed how I have incorporated ideas from others in the literature and how I have reconfigured that knowledge in terms of my own context. Emancipatory action research is informed by theory which provides the initiative to undertake practical action with the intention to promote social change (Reason & Bradbury, 2001).

My living theory methodology is not an application of anyone else's methodological approach to his or her inquiry, but rather an expression of who I really am. As I conducted my research, I generated my own living educational theory. The living theory methodology can be understood as involving methodological inventiveness (Dadds & Hart, 2001), action reflection cycles, narrative enquiry and personal and social validation. The research approach focused on a living theory methodology for improving my practice and generating knowledge from questions such as: "*How can I contribute to transformation in my school through my leadership practices*"? I gave an account of my educational influence on my own learning, that of my colleagues, and that of the social formation in which I work. The inclusion of 'I' into my writing and 'my' in the title of my thesis has served to highlight the uniqueness of my living theory (Whitehead, 2008). I researched my own processes and contexts for improving my own practice and evolved my story using forms of personal and social accountability.

Self-directed learning is critical to the development of lifelong learning (McFarlane & Dunlap, 2001) and can help teachers and teacher leaders to stay up-to-date with new trends and learn new techniques, strategies and methods for dealing with various educational challenges. Action learning is..."concerned with encouraging real persons to tackle real problems, in real time" (Revans, 1983:62).

Zuber-Skerritt (2009: 181) explains action learning as follows:

“when people learn from each other, create their own resources, identify their own problems and form their own solutions. This process works [the entire] world over, in any culture, language and tradition. ... every [person] is able to identify personal and life transforming outcomes. These commonly include enhanced self-confidence, self-belief, renewal, enthusiasm for learning, a new sense of direction and purpose for career and life – along with new skills, insights and the sense of being equipped for the future”.

I purposefully influenced my colleagues to embark on a learning venture as we critically reflected on the challenges we experienced at school. Our learning was therefore pragmatic and educational, as we learned how to learn and create knowledge that was both conceptual and practical (Kearney & Zuber-Skerritt, 2012). I personally have learned through the process of action learning to be aware of my own capacity for learning and the factors that influence it, both positively and negatively. This involved taking the necessary action and considering the influence I had on my own and other’s learning (McNiff & Whitehead, 2006). Since action learning involves critical reflection, learning with and from others, it made me aware of my feelings about doing certain things – the way in which my inner being (pride, sensitivity and prejudice, for instance) influenced the way I used to do something or react in a particular way towards my colleagues. This is what I referred to as my level of emotional awareness in Chapter Five. Through engaging in literature on emotional intelligence (Barling, Slater & Kelloway, 2000), I came to understand how my feelings directed my thoughts and, through thoughts, my feelings could point me to the causes of negative feelings and to possible solutions. I explained in Chapter Two that I came to understand through this study that if I failed to acknowledge my negative feelings, I would not be able to focus my attention on the problem that needed to be solved. As I also mentioned in Chapter Two, it was very difficult and painful in terms of having to confront my own fears and failures with regard to the flaws in my leadership style. My action informed my reflection and my reflection produced my learning, thus the term *action learning* (Dick, 1997). The most challenging experience I had was to obtain the knowledge and skill of learning how to un-learn in order to re-learn. According to Dunlap and Grabinger (2003), self-

directed learning on its own is not enough: to truly be able to learn, unlearn, and relearn, I had to:

- take conscious control of my learning;
- plan and choose my learning approaches;
- monitor and assess the effectiveness of my learning strategies through self-assessment and review;
- adapt my learning behaviours, processes and strategies;

Reflection was thus more than just thinking about learning; it involved a systematic and rigorous process of action research. Action research is based on educational theories about action learning (Revans, 1991; Zuber-Skerritt, 1992; McTaggart, 1997). In this study, action research provides a theoretical and methodological framework for the practice of my learning and professional development. I learnt that sharing my action research experience with the teachers at my school was one of the most effective and inexpensive tools for teacher development. I saw myself as “a model of integrity and fairness, setting clear goals, harbouring high expectations, encouraging [teachers] and providing support and recognition, igniting the emotions and passions of [teachers], and encouraging [teachers] to look beyond their own self-interests and strive towards higher goals” (Warrick, 2011:12). This collaborative form of leadership is what Zuber-Skerritt (2011) terms *action leadership*.

Action leadership ... is actively creative, innovative, collaborative, shared and self-developed in partnership with others. It involves taking responsibility for, not control over, people through networking, and orchestrating human energy towards a holistic vision and an outcome that best serves the common interest. ... Action leaders are passionate; they inspire and help with an idea to cascade to other people like a spark taking flame ... Action leadership is for those who are capable and willing to become true leaders of people and organizations, rather than leaders by appointment and position in a hierarchical organizational structure (Zuber-Skerritt, 2011:7,10).

Greenleaf (1991) describes servant-leaders as people who initiate thought and action for building a better, more caring environment. The servant leader's primary objective is to serve and meet the needs of others, develop people, and help them to strive and flourish (McMinn, 2001). Lubin (2001) explains that the servant leader's first responsibilities are relationships and people, and that those relationships take preference over the task and product. Hence, both action leadership and servant leadership has the ability to inspire others towards the attainment of a shared vision and achieving common goals, all contributing to a worthwhile purpose, such as personal development and lifelong learning.

My action involved not only the demands of theoretical understanding but also helped give shape and new direction to educational theory and research. I mentioned in Chapters Four and Seven that I held regular meetings and worked collectively with my critical group to address complicated issues, identified as challenges facing us at the school. In this way, learning from shared experience, action was suggested and innovative solutions were discussed. My critical friends (see Chapters Two and Seven) took up this pro-active role through the building and maintenance of a partner relationship in facilitating the progress of the research in a supportive, cooperative manner. For example, the establishment of systems to encourage better teacher involvement and leadership enhanced the possibilities for personal and professional development in the school.

This study has given me a solid understanding of myself and an enhanced sense of purpose as an educational leader. I came to understand my own individual strengths and weaknesses, as well as those of my colleagues, which enabled me to acquire and provide professional development and training in areas where improvement was needed. This did not happen by chance, but emerged over time in an evolutionary and developmental fashion. I learned in practice, and from practice through doing and thinking, how to understand my leadership style. I learned how to be an action leader, informed by my understanding of servant leadership.

I came to learn that educational leaders must reflect on the way they work. My practice became a **reflective practice**, which has led to new conceptual perspectives or understanding triggered by the questioning of my actions, values and beliefs. Different from just a thoughtful practice, it seeks to problematise my leadership style to create potential learning situations so that I could continue to learn, grow and develop in and through practice (Jarvis, 1992). Reflective practice helped me to pause and create a space by stepping back as a leader to examine my practice. By modeling it to others, I helped them to transform their practice (see Chapter Six). I incorporated these into scheduled events, for example, at the end of routine staff meetings, a few minutes were devoted to thinking about what worked, what was learned, or what we could do next time. I learned also to set an example by keeping a reflective diary of my own professional practice and my experiences, thus demonstrating that learning is always ongoing. As my study developed, I gained a better understanding of myself, which assisted me in developing professional actions that were aligned with personal beliefs and values. This approach encouraged not only the recording of events and reactions, but also provided a different perspective and clarity to my initial thoughts. Asking reflective questions of my observations broadened my perspective, which in turn allowed me to generate decisions that led to more effective interventions.

Explaining the potential significance of my learning pertaining to the learning of others

A positive school culture — what many people call ‘school climate’ — is defined as the beliefs, relationships, attitudes, practices, rituals, behaviours, values and norms of our organization, built up over time (Peterson & Deal, 1998). One of my biggest challenges I had was influencing the traditional school culture to become more restorative. Our school culture was heavily influenced by its institutional history, social patterns, habits and dynamics that significantly complicated any attempt to change how the school operated. The school’s culture was under threat from negative institutional, personal, contextual and programmatic forces (see Chapter One). I was striving to create culture enhancing individual development that focused on people rather than systems; led and

inspired people to become aware that they could change their environment; encouraged open communication; was based on teamwork; and had approachable leaders, creating structures for participation in school decisions.

The governance and hierarchy of leadership within a school shape culture (Hollins, 1996). Hence, as part of my aims to improve my practice and contribute to the transformation of the school, I embarked on a mission to improve the school culture by adopting a new **epistemology** about school leadership. As explained in Chapters One, Two and Five, my school faced serious challenges, especially with regard to leadership practice. Meeting these challenges required not just quick fixes; it needed new skills and knowledge (such as critical thinking, communication and collaboration), and strong ethical commitments. Previously, my task-oriented leadership style focused solely on formal relationships between myself as leader and my colleagues, whom I regarded as my followers. I provided directions and instruction and my 'followers' did the tasks accordingly. My emphasis tended to be more on management than leadership — a mistake that many new educational leaders often make. As explained in Chapter Five, this 'thoughtless action' (Whitehead and McNiff, 2006) often resulted in harm. This study gave me ground for the kind of action that was most appropriate for influencing learning and how it was supposed to be exercised. My new relationship-oriented style of leadership was built on informal, personal and social interaction. This behaviour was demonstrated through mutual trust, personal support, and friendship (Marishane, Botha, & Du Plessis, 2011).

Due to the practical nature of action research not only has my practice improved in a recognisable way but subsequently also the overall effectiveness of many practices within my school. For example my improved capacity to effectively delegate required from teachers to stretch their abilities which gave them confidence to move out of their comfort zone.

I show that my living theory as a whole became more people-focused, or certainly more people-sensitive. My colleagues have learned from me and are trying things out for

themselves (see Chapter Six). According to South Africa Youth Policy (2009) to improve schooling, one must invest in people, support people, and develop people. As township schools across South Africa face ongoing pressure to raise the quality of teaching and learning, trust relationships teachers, have been signal out as an important indicator of a school's reform and ability to sustain it. Developing self-awareness became an important vehicle to better relationships amongst teachers at my school. As I mentioned in Chapters Two and Six, the teachers in my school generally found it difficult to relate with each other. My account provides evidence that collaborative relationships have increased between school personnel as I helped them to adjust their behaviours so that they could deal with each other positively. By understanding what upset them, they could improve their self-control, and by understanding their weaknesses, they could view their own actions and reactions objectively. I discussed in Chapter Six how I used the personality test to assist teachers in building self-awareness.

Although most of us can easily identify relationships in which trust is or is not present, the level of trust present within my school was a difficult concept to understand, measure and improve. In the beginning I knew that the trust levels were low but could not exactly pinpoint or grasp the reasons why. Being familiar to the mood and behaviours of my colleagues, I could simply sense when trust has been undermined or strengthened. In the absence of trust, I experienced a hostile, toxic work environment where productivity was severely limited. By involving my colleagues in the school's decision making, I brought transparency to my practice. Involving staff in decision-making processes helped strengthen my relationship with some teachers. I facilitated authentic participation by asking for the input of those affected by decisions, and treating teachers as capable professionals whose insights were valuable (Blase & Blase, 2001). I gained respect from my colleagues and instilled a sense of responsibility in my practice when I let them voice their opinions.

Many research projects have been undertaken in the past few years on what creates a good school. Schools show contextual variances, which include the following: many

schools are in rural areas, underresourced, having challenges around poverty; embattled with HIV/Aids and unemployment; limited or no access to technology; and lack qualified teachers trained to teach the subject they are responsible for. Action research improves school practice and one's practice and/or the contexts in which one works. The knowledge I gained from this study is useful not only to me as practitioner, but also to my colleagues and to the whole school community at large. Following processes of action research assisted me in identifying problems in my practice and developing strategies for improvement. The focus and importance here is on working towards a resolution of the impetus for action with the reflective process of inquiry and knowledge generation, to generate new practices.

Explaining the potential significance of my learning pertaining to the education of social formations

Research leads to social action (Lewin, 1946, as cited in Day *et al.*, 2006:451). Considering that all social action is to some degree unpredictable and therefore somewhat risky, I prepared myself to be flexible enough to adjust to unforeseen consequences and constraints (French, 2009). Social action entails acting with social intent (McNiff & Whitehead, 2009) which informed the entire research process of this study, and the methodology was always leaning towards social evolution through participative critical reflection.

According to Mills (2000), to have meaning, our everyday experiences should be examined within context and connected with the social and institutional structures that affect our lives. Social structures are essential, because they create order, which is important for human development, and provide a certain degree of predictability in society (Misztal, 2013). Social structures also create boundaries and might limit our options and place us in uncritical classifications not of our own choosing. For example, the roles of educators at school were generally viewed in terms of positions and not as people, and relationships tended to be thought of as structures and not as personal interactions. The roles, responsibilities and authority of school leaders needed to be

redefined. As the Deputy Principal of my school, my colleagues and I used to view the School Management Team as the top of a power hierarchy. Rules were seldom questioned, as management sometimes unconsciously developed strategies of persuasion to reassure people that the way things were, were the way they should be. This study has undeniably impacted on the responsibilities and experiences of the teachers at my school and has moved the practice of educational leadership along the spectrum from traditional to transformational (see Chapter Two and Five). Traditionally, research focused on the school principal as leader. I have shown that self-reflective action research can help to develop unofficial action leaders in schools (Fullan, 2001). My account explains how the teachers in my school have developed the ability and power to influence people and events around them, without having a formal leadership designation. Extensive work has been done to engage staff in decision-making and setting priorities for improvement, resulting in the teachers finding more meaning in what they were doing. In this study, I showed how my theory is grounded in my practice, and in turn feeds back into new practice. The development of my school from an authoritarian, managerial structure to one in which transformational leadership prevails placed my leadership at the centre of the school community, rather than leading from the top. Through this study, I came to understand that good managers should strive to be good leaders, and good leaders lead through inspiration rather than coercing through hierarchical control.

In this study, I also argue that if researchers held themselves accountable to implementing, embodying and exemplifying their educational, epistemological and ontological values, they would be able to exert a positive and sustainable educational influence upon the social formations of the school (Whitehead, 1989) in which they live, work and conduct research. I explained how the development of such a new thinking can act as the grounds for a form of social harmony that can contribute to forms of sustainable social evolution and how explanations for these processes can contribute to the education of wider social formations. Through this study, I hoped to raise critical consciousness as I engaged teachers in dialogues and discussions that clearly related to how problems and their root cause could be solved through social action.

CONCLUSIONS AND RECOMMENDATIONS

I have demonstrated the originality, rigour and significance of my claim for new forms of learning and practice for public legitimation. I did not simply give a description of my actions, but systematically showed the processes involved, with their importance, that have led to the articulation of my claim to knowledge. My story is **true**, in the sense that it has stood up to critical evaluation and should be believed, because it has meaning, for me and other people, and should be recognised as such. I have used Habermas's (1987) ideas of speaking comprehensibly, truthfully, authentically and appropriately as the basis for my communicative action. As an action researcher, my claim to knowledge is that I have found something out that was not known before, as explained in this, my living theory of educational leadership. No-one else does my practice, so no-one else can claim that he or she knows it. I have found new ways to improve my learning, in an attempt to improve my personal and social circumstances. As explained by McNiff (2013), I believe that my work has involved rigorous processes of observation (watching what is going on), reflection (thinking about whether it is good and why, and how it can be improved if necessary), and monitoring and data gathering (keeping track of what you and others do). It has involved testing my provisional claims to knowledge, in other words, asking other people to look at my work, listen while I explain why I think it is good, and provide me with feedback about whether I needed to rethink some aspects. In this way, I have created new knowledge of my practice and could explain the importance of my study for new learning and growth in myself and my colleagues.

Through this thesis, I have made an original contribution through my living theory of transformational leadership. I explain how I engaged with difficult socio-historical and sociocultural influences and contexts to find ways to promote harmonious and sustainable forms of school leadership that can contribute to the education of wider social formations.

Based on my learning, I offer the following **recommendations** that will help in the operationalisation of my new epistemology and ontology of school leadership:

Through Action Learning school leaders can seek to build the capacity of individuals. Action learning creates change, enhances critical reflection, promotes constant inquiry, seeking innovative answers, and develops mentoring. Learning provides a safe environment to learn from mistakes. School managers can learn from their own experience in a real-life problem, is self-directed in their learning that is essential for developing democratic and participatory forms of leadership. Action learning should not only be applicable to the leader, but all in the school should be encouraged to develop their own theory of practice which they continually test and refine over time. Lead and encourage others to adopt the systematic process of action and reflection to enhance practice. The development of action leadership is needed, because it is a facilitative leadership based on collaboration where selfless leaders work for the good of all through action learning sets and shared decision making. Focus on people, not systems, procedures, policies, and structures. Move from a top down, hierarchical and bureaucratic model of leadership to a one that is people sensitive, which create culture enhancing individual development and that result in collaboration communication and approachable leaders. Values must be identified and put into practice. We need to hold ourselves, and each other, accountable to practicing our core values. We need to create a strong values base for our school that all buy into.

School needs to create the right environment for leadership which can be done through leadership development programs. Action leadership should be included at pre- and post-graduate levels to enhance higher levels of leadership skills such as: critical thinking, reasoning and analysis and to equip leaders to supervise, delegate and challenge practice in the future. All school leaders should be encouraged to conduct such a critical self-study, not for doctoral purposes only but should be built into Continuing Professional Development (CPD) Programmes, workshops and small conferences, which provide a means for the ongoing education of professionals outside of the formal academic courses offered at the universities. Self-reflective practice will

assist student teachers with their own learning by putting theory into practice using self-reflective strategies including group and individual reflections. Self-reflection offers teachers an opportunity to think about what works and what does not in their classroom. Teachers can use reflective teaching as a way to analyse and evaluate their own practices so they can focus on what *works*.

This study was a life-changing experience for me as I committed myself not only to my professional but also personal growth and transformation. My development as critical thinker assisted me to practice better thinking in my everyday life. During my studies I went through personal challenges and hardships. Doing this study has changed my attitude as I learned not just to accept but to challenge my thinking and hence, change the way I thought about things. I hold the intention to see my life and my experiences with new eyes - with the eyes of care, trust, unity and the deepest truth I can know. I did not only improve in my practice as an educational leader but also used my acquired skills to strengthen my role as a husband, father, colleague and friend. I am adding meaning and value to my existence as a person by the decisions I make on a day-to-day basis and the positive influences I make on those around me. I have a greater sense of peace and honesty about being human, as I invited myself into deeper and more meaningful relationships with others and with life.

Through this study I came to understand that as an educational leader I am a mirror which reflects the collective inner qualities of the school I represent. I have adopted the personality necessary to make people see the best in them. I have learnt to be honest and always to give people constructive criticism. I reflect positivity, proficiency, confidence and the stated values of our school.

BIBLIOGRAPHY

- Abdi, A.A. (2003). Apartheid and Education in South Africa: Select Historical Analyses. *Western Journal of Black Studies*, 27(2).
- Adebayo, A.A. & Musvoto, G.G. (2010). *Integration and Transformation of Post-Apartheid South African City Fabric*. REAL CORP 2010 Proceedings/Tagungsband.
- Adendorff, M., Mason, M., Maropeng, M., Faragher, L. & Kunene, Z. (2002). *Being a teacher: professional challenges and choices*. South African Institute for Distance Education (SAIDE).
- Albrecht, K. (2006). *Social Intelligence: The new science of success*. San Francisco, CA: Jossey-Bass.
- Alidou, O. & Mazrui, A.M. (1999). "The Language of Africa-Centered Knowledge in South Africa: Universalism, Relativism and Dependency" in M. Palmberg (Ed.) *National Identity and Democracy in Africa*, pp. 101–118. Uppsala (Sweden): Nordic Africa Institute and Cape Town: Human Sciences Research Council and Mayibuye Centre of the University of the Western Cape.
- Allin, L. & Turnock, C. (2007). Reflection on and in the workplace. *Making Practice-Based Learning Work*. Available from: <<http://www.practicebasedlearning.org/>>. [Accessed on 17 July 2011].
- Al-Swidi, A.K., Nawawi, M.K.M. & Al-Hosam, A. (2012). Is the relationship between employees' psychological empowerment and employees' job satisfaction contingent on the transformational leadership? A study on the Yemeni Islamic Banks. *Asian Social Science*, 8(10), 130-150.
- Anderson, J.C., Rungtusanatham M. & Schroeder, R.G. (1994). A theory of quality management underlying the Deming management method. *Academy of Management Review*, 19(3), 472–99.
- April, K.A. & April, A.R. (2007). Growing Leaders in Emergent Markets: Leadership Enhancement in the New South Africa. *Journal of Management Education*, 31(2); 214-244.
- Arendse, L. (2011). The school funding system and its discriminatory impact on marginalised learners. *Law, Democracy & Development*, 15(1), 339-360.

- Arieli, D., Friedman, V.J. & Agbaria, K. (2009). The paradox of participation in action research. *Action Research*, 7(3), 263-290.
- Arnett, D.B., Laverie, D.A. & McLane, C. (2002). Using job satisfaction and pride as internal-marketing tools. *The Cornell Hotel and Restaurant Administration Quarterly*, 43(2), 87-96.
- Aronoff, J. (1962). Freud's conception of the origin of curiosity. *The Journal of Psychology*, 54(1), 39-45.
- Avolio, B.J. & Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *The leadership quarterly*, 16(3), 315-338.
- Bacchi, C. Beasley, C. (2004). 'Moving Beyond Care and/or Trust: An ethic of social flesh', Paper presented at the Australian Political Science Association Conference, Adelaide, 29 September-1 October.
- Bagozzi, R.P., Gopinath, M. & Nyer, P.U. (1999). The role of emotions in marketing. *Journal of the Academy of Marketing Science*, 27(2), 184-206.
- Balunywa, W.S. (2000). *A hand book of business management*. Kampala: Makerere University School.
- Bandura, A. (2000). *Cultivate Self-Efficiency for personal and organisational effectiveness*. Oxford, U.K. Blackwell.
- Barber, T. (2002). A special duty of care: Exploring the narration and incidence of teacher caring. *British Journal of Sociology of Education*, 23(3), 383-395.
- Barbour, R. (2007). *Doing focus groups*. London: Sage.
- Barbuto, J.E. & Wheeler, D.W. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, 31(3), 300-326.
- Bardill, J. (2014). Identity as Socially Constructed: An Objection to Individual Change. *AJOB Neuroscience*, 5(1), 19-20.

- Barling, J., Slater, F. & Kelloway, E.K. (2000). "Transformational leadership and emotional intelligence: an exploratory study". *Leadership & Organization Development Journal*, 21(3), 157–161.
- Barrett, A.M. (2008). Capturing the difference: Primary school teacher identity in Tanzania. *International Journal of Educational Development*, 28(5), 496-507.
- Barth, R.S. (2006). Improving relationships within the schoolhouse. *Educational Leadership*, 63(6), 8.
- Bassey, M. (1990). On the nature of research in education (part 2). *Research intelligence*, 37(1), 39-44.
- Bates, A.J. & Pardo, L.S. (2006). Preservice teachers learn to do Action Research. *Academic Exchange Quarterly*, 10(3), 250-254.
- Baumard, P. (1999). *Tacit knowledge in organizations*. London: Sage.
- Baumeister, R.F. & Exline, J.J. (2000). Self-Control, Morality, and Human Strength. *Journal of Social and Clinical Psychology*, 19(1), 29-42.
- Bean, P. (2014). *Drugs and crime*. New York: Routledge.
- Bennett, J.L. (2001). Trainers as leaders of learning. *Training & Development*, 55(3), 42-45.
- Bennett, N., Glatter, R. & Levacic, R. (Eds.). (1994). *Improving Educational Management: Through Research and Consultancy*. London: Sage.
- Bennett, N., Wise, C., Woods, P. & Harvey, J. (2003). *Distributed Leadership: Summary Report*. Nottingham, UK: National College for School Leadership.
- Bennis, W. (2003). *The emotionally intelligent workplace: How to select for, measure, and improve emotional intelligence in individuals, groups, and organizations*. C. Cherniss, & D. Goleman (Eds.). San Francisco, CA: Jossey-Bass
- Bergeson, T. (2004). *Characteristics of Improved School Districts: Themes from Research*. Office of Superintendent of Public Instruction. Olympia, WA.

- Bhatta, S.R. (1992). *A model-based approach to analogical reasoning and learning in design* (Doctoral dissertation, IBM).
- Biggs, J. (1999). What the student does: teaching for enhanced learning. *Higher Education Research & Development*, 18(1), 57-75.
- Billett, S., Ovens, C., Clemens, A. & Seddon, T. (2007). Collaborative working and contested practices: forming, developing and sustaining social partnerships in education. *Journal of Education Policy*, 22(6), 637-656.
- Bishop, R. & Glynn, T. (1999). *Culture counts: Changing power relations in education*. Palmerston North, New Zealand: Dunmore Press.
- Blaikie, N. (1993). *Approaches to social enquiry*. Cambridge: Polity Press.
- Blank, M.J., Melaville, A. & Shah, B.P. (2003). *Making the Difference: Research and Practice in Community Schools*. Coalition for Community Schools, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
- Blase, J. & Blase, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. *Educational Administration Quarterly*, 35(3), 349-378.
- Bluedorn, A.C. & Jaussi, K.S. (2008). Leaders, followers, and time. *The Leadership Quarterly*, 19(6), 654-668.
- Block, J.H. (1997). Reflections on solving the problem of training educational leaders. *Peabody Journal of Education*, 72(2), 167-178.
- Bloom, M., Grant, M. & Watt, D. (2005). Strengthening Canada: *The socio-economic benefits of sport participation in Canada*. Ottawa: The Conference Board of Canada.
- Boeree, C.G. (2006). Abraham Maslow. Available from: <http://webpace.ship.edu/cgboer/Maslow.html>. [Accessed on 15 October 2011].

- Bogler, R. & Somech, A. (2004). Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. *Teaching and teacher education*, 20(3), 277-289.
- Boles, K. & Troen, V. (1994). Teacher leadership in a professional development school. Paper presented at the annual meeting of the American Educational Research Association. New Orleans, LA.
- Boon, S.D. & Holmes, J.G. (1991). The dynamics of interpersonal trust: Resolving uncertainty in the face of risk. In *Cooperation and Prosocial Behaviour*, ed. RA Hinde, J Groebel. New York: Cambridge Univ. Press.
- Boroski, E. & Greif, T.B. (2009). Servant-leaders in community colleges: Their values, beliefs, and implications. *Review of Business Research*, 9(4), 113-120.
- Bottum, B. & Lenz, D. (1998). "Within Our Reach. Servant-Leadership for the Twenty-first Century." In L. Spears, ed. *Insights on Leadership: Service, Stewardship, Spirit, and Servant-Leadership*. New York: John Wiley (157-169).
- Boud, D. (2001). Using journal writing to enhance reflective practice. *New directions for adult and continuing education*, 90(1), 9-18.
- Boyer, E.T. (1990). *Scholarship reconsidered: Priorities for the professoriate*. San Francisco: Jossey-Bass.
- Brannick, T. & Coghlan, D. (2009). *Doing action research in your own organization*. London: Sage.
- Brower, H.H., Schoorman, F.D. & Tan, H.H. (2000). A model of relational leadership: The integration of trust and leader-member exchange. *The Leadership Quarterly*, 11(2), 227-250.
- Brown, H.N. & Sorrell, J.M. (1993). Use of clinical journals to enhance critical thinking. *Nurse Educator*, 18(5), 16-19.
- Brown, J.B. (1999). The use of focus groups in clinical research. In B.F. Crabtree, & W.L. Miller (Eds.), *Doing qualitative research* (2nd ed., pp. 109-124). Thousand Oaks, CA: Sage.

- Brown, K. (2006). "New" educational injustices in the "new" South Africa: A call for justice in the form of vertical equity. *Journal of Educational Administration*, 44(5), 509-519.
- Brown, M.E., Treviño, L.K., & Harrison, D.A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational behaviour and human decision processes*, 97(2), 117-134.
- Bryk, A.S. & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational leadership*, 60(6), 40-45.
- Bullough, (Jr.) R.V. & Pinnegar, S., (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.
- Burke, C.S., Sims, D.E., Lazzara, E.H. & Salas, E. (2007). Trust in leadership: A multi-level review and integration. *The Leadership Quarterly*, 18(6), 606-632.
- Burnett, C. (2001). Social impact assessment and sport development: Social spin-offs of the Australia South Africa junior sport program. *International Review for the Sociology of Sport*, 36, 41-57.
- Burns, E. & Law, S. (Eds.). (2004). *Philosophy for AS and A2*. Psychology Press.
- Burr, V. (2003). *Social constructionism*, (2nd edition). London, UK: Routledge.
- Burrell, G. & Morgan, G. (1979). *Sociological Paradigms and Organisational Analysis*. London: Heinemann Educational Books.
- Burrell, G. & Morgan, G. (2006). *Sociological paradigms and organizational analysis*. Aldershot: Gower.
- Burton, J.I. & Carroll, M. (Eds.). (2001). *Journal writing*. Alexandria, VA: Teachers of English to Speakers of Other Languages.
- Butts, J.B. (2012). *Ethics in organizations and leadership*. (pp.119-151). Sudbury, MA: Jonas and Bartlett.
- Bush, T. & Anderson, L. (2003). Organizational culture. In: T Bush, M Coleman & M Thurlow (eds). *Leadership and Strategic Management in South African Schools*. London: Commonwealth Secretariat.

- Bush, T. & Heystek, J. (2003). School governance in the new South Africa. *Compare*, 3(1): 127-138.
- Bush, T. & Heystek, J. (2006). School leadership and management in South Africa: Principals' perceptions. *International Studies in Educational Administration*, 34(3), 63-76.
- Bush, T. & Moloi, K.C. (2007). Race, racism and discrimination in school leadership: evidence from England and South Africa. *International Studies in Educational Administration*, 35(1), 41-59.
- Byrnes, R.M. (1996). *South Africa: A Country Study*. Washington: GPO for the Library of Congress.
- Caldwell, B. (2006). *Re-imagining educational leadership*. London: Sage.
- Cameron, K. & Casa, A. (2002). Organisational and Leadership virtues and the role of forgiveness. *Journal of Leadership and Organisational Studies*, 9(1), 33-48.
- Cardno, C. (2007), "Leadership learning: the praxis of dilemma management", *International Studies in Educational Administration*, 35(2), 33-50.
- Cartwright, J. (2000). *Evolution and human behaviour: Darwinian perspectives on human nature*. Great Britain: MIT Press.
- Case, A. & Yogo, M. (1999). Does school quality matter? Returns to education and the characteristics of schools in South Africa. *NBER Working Paper No. 7399*. October 1999, *JEL No. I2, O1*.
- Carpendale, J.I. (Ed.). (2014). *Social interaction and the development of knowledge*. New York: Psychology Press.
- Carr, W. & Kemmis, S. (1986). *Becoming critical: Education, knowledge, and action research*. London: Falmer.
- Carr, W. & Kemmis, S. (2003). *Becoming critical: education knowledge and action research*. UK: Routledge.
- Carr, W. & Kemmis, S. (2005). Staying Critical. *Educational Action Research*, 13(3), 347–358.

- Cele, N. (2005). Effective schools operating with amazing (dis)grace of human resources strategy, policy and practice: A South African case. *INT. J. Leadership in Education*, 8(3), 223–236.
- Celep, C. (2000). Teachers' Organizational Commitment in Educational Organizations. *National Forum of Teacher Education Journal*, 10(3), 1999-2000).
- Cerin, P. (2003). Sustainability hijacked by the sociological wall of self-evidence. *Corporate Social Responsibility and Environmental Management*, 10(4), 175-185.
- Chan, S. & Mak, W.M. (2014). Transformational leadership, pride in being a follower of the leader and organizational commitment. *Leadership & Organization Development Journal*, 35(8), 674-690.
- Chaskin, R. J. (Ed.). (2001). *Building community capacity*. New York: Transaction Publishers.
- Chemers, M. (2014). *An integrative theory of leadership*. New York, NY: Psychology Press.
- Cherry, J. & Gibbs, P. (2006). The liberation struggle in the Eastern Cape. *The Road to democracy in South Africa, Volume 2, 1970–1980*. The South African Democracy Education Trust. Unisa Press.
- Chesla, C.A. (2008). Translational research: Essential contributions from interpretive nursing science. *Research in nursing & health*, 31(4), 381-390.
- Chisholm, L. (2004). The quality of primary education in South Africa. Background paper prepared for UNESCO education for all Global Monitoring Report. *South Africa, April*.
- Chomsky, N. (1986). *Knowledge of language: Its nature, origin, and use*. New York: Praeger.
- Chrislip, D.D. & Larson, C.E. (1994). *Collaborative leadership: How citizens and civic leaders can make a difference*. San Francisco: Jossey-Bass.

- Christie, P., Butler, D.A.W.N. & Potterton, M.A.R.K. (2007). Schools that work. *Report of the Ministerial Committee, Pretoria: Government Printer.*
- Clark, J.T. (2005) Collaboration through ally based leadership. *Magisterio: International Journal of Education and Pedagogy*. 17(10), 38-41.
- Clark, M.C. & Payne, R.L. (1997), "The nature and structure of worker's trust in management", *Journal of Organisation Behaviour*, 18(1), 205-24.
- Clement, M. & Vandenberghe, R. (2000). Teachers' professional development: a solitary or collegial (ad) venture?. *Teaching and teacher education*, 16(1), 81-101.
- Coghlan, D. & Brannick, T. (2014). *Doing action research in your own organization*. London: Sage.
- Cohen, G.L. & Sherman, D.K. (2014). The psychology of change: Self-affirmation and social psychological intervention. *Annual review of psychology*, 65(1), 333-371.
- Cohen, L., Manion, L. & Morrison, K. (2000). Action research. In L. Cohen, L. Manion, & K. Morrison (Eds.), *Research methods in education* (pp. 226–241). London, UK: Routledge Falmer.
- Colnerud, G. (2006). Teacher ethics as a research problem: syntheses achieved and new issues. *Teachers and Teaching: theory and practice*, 12(3), 365-385.
- Conrath, J. (1987). The amazing role of leadership: You do have a choice. *NASSP Bulletin*; 71(501), 126-132.
- Cook, T. (1998). The importance of mess in action research. *Educational Action Researcher*, 6(1), 93-109.
- Costa, A.L. & Kallick, B. (1993). Through the lens of a critical friend. *Educational leadership*, 51(2), 49-49.
- Covey, S. R. (1992). *Principle-centered leadership*. New York: Simon & Schuster.
- Cox, A. (2014). Increasing Purposeful Communication in the Workplace: Two School-District Models. *International Journal for Professional Educators*, 80(3), 34-38.

- Crabbe, T. (2000). A sporting chance? Using sport to tackle drug use and crime. *Drugs: Education, Prevention and Policy*, 7(4), 381-391.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed approaches*. Thousand Oaks, CA: Sage.
- Creswell, J.W. (2007) *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd Edition). Thousand Oaks, CA: Sage.
- Crom, M. (1998). The Leader as Servant”: Improving Leadership Skills. *Training*, 35(7), 1-2.
- Cuban, L. (1994). Muddled reasoning will limit standard’s impact. *The School Administrator*, 51(7), 28.
- Cunliffe, A.L. (2001). Managers as practical authors: Reconstructing our understanding of management practice. *Journal of Management Studies*, 38(3), 351-371.
- Cunningham, J.B., & MacGregor, J. (2000). Trust and the design of work complementary constructs in satisfaction and performance. *Human Relations*, 53(12), 1575-1591.
- Dadds, M. & Hart, S. (2001). *Doing Practitioner Research Differently*. London; Routledge Falmer.
- Davidoff, S. & Lazarus, S. (2004). *The learning school: An organisation development approach*. Cape Town: Juta and Company Ltd.
- Day, A. & Leiter, M.P. (2014). The good and bad of working relationships. *Burnout at Work: A Psychological Perspective*. New York: Psychology Press.
- Day, C. (2004). *A Passion for Teaching*. London: Routledge Falmer.
- Day, C., Harris, A. & Hadfield, M. (2001). Challenging the orthodoxy of effective school leadership. *International Journal of Leadership in Education*, 4(1), 39–56.
- Day, C., Kington, A., Stobart, G. & Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal*, 32(4), 601-616.

- Day, C., Meyer, J., Munn-Giddings, C., Groundwater-Smith, S., Somekh, B., & Walker, M. (2006). Editorial. Quality of action research: 'What is it', 'what is it for' and 'what next'. *Educational Action Research*, 14(4), 451-457.
- Day, R.E. (2005). Clearing up "implicit knowledge": Implications for knowledge management, information science, psychology, and social epistemology. *J. Amer. Soc. Inform. Sci. Tech.* 56(6), 630–635.
- De Kadt J. (2009). Education and Injustice in South Africa. *Journal of Helen Suzman Foundation*, 55(1), 26-30.
- Department of Basic Education (DBE) (2014). *Education Statistics in South Africa at a Glance*. Pretoria: Department of Basic Education (1999-2012).
- Department of Education (DoE), 1995. Message from the Minister of Education. Statement by Professor SME Bengu. Pretoria: Government Printer.
- Department of Education (DoE), 1996. *Changing Management to Manage Change in Education*. Report of the Task Team on Education Management Development. Pretoria, Government Printers.
- Department of Education (DoE), 1998. *Employment of Educators Act 76 of 1998*. Policy Handbook for Educators. Education Labour Relations Council (ELRC). Pretoria: Government Printers.
- Department of Education (DoE), (1999). *National policy on HIV/AIDS for learners and educators in public schools and students and educators in further education and training institutions*. Pretoria: Government Printers.
- Department of Education (DoE), (2000). *Implementation plan for Tirisano, January 2000-December 2004*. Pretoria, South Africa: Department of Education.
- Department of Education (DoE), (2000). *Norms and standards for educators*. *Government Gazette No. 20844, Vol. 415, 4 February 2000*. Pretoria: Government Printers.
- Department of Education (DoE), (2002). *Manifesto on Values, Education and Democracy: special schools supplement*. Pretoria: Government Printers.

- Department of Education (2003). *Education Statistics in South Africa at a Glance in 2001*. Pretoria: Government Printers.
- Department of Education (DoE), (2005). *Teachers for the future: Meeting teacher shortages to achieve education for all*. Pretoria: ETDP-SETA.
- Department of Education (DoE), (2007). Education Laws Amendment Act No. 31 of 2007 (16A). *Functions and responsibilities of principal of public school*. Pretoria: Government Printers.
- Department of Education (DoE), 2007. *Mentor School Managers and Manage Mentoring Programmes in Schools*. Pretoria: The Author.
- Department of Provincial and Local Government. 2007. *Stimulating and Developing Sustainable Local Economies*. National Framework for Local Economic Development (LED) in South Africa: 2006 – 2011. January 2007.
- Department of South Africa. 2009. National Qualifications Framework Act 67 of 2008. Government Gazette No. 31909, Pretoria: Government Printers.
- Demir, K. (2008). Transformational leadership and collective efficacy: The moderating roles of collaborative culture and teachers' self-efficacy. *Eurasian Journal of Educational Research*, 33(1), 93-112.
- Dempster, N. & Logan, L. (1998). Expectations of school leaders: an Australian picture. *Effective Leadership: Responding to Change*. Thousand Oaks, CA: Sage.
- Dennis, R.S. & Bocarnea, M. (2005). Development of the servant leadership assessment instrument. *Leadership & Organization Development Journal*, 26(8), 600-615.
- Denzin, N.K. & Lincoln, Y.S. (1995). Transforming Qualitative Research Methods Is It a Revolution?. *Journal of Contemporary Ethnography*, 24(3), 349-358.
- Denzin N.K. & Lincoln. Y.S. (Eds.), (2000). *Handbook of Qualitative Research (2nd Ed.)* Thousand Oaks, CA: Sage.
- Denzin, N.K. & Lincoln, Y.S. (Eds.), (2005). *Handbook of Qualitative Research (3rd Ed.)*. Thousand Oaks CA: Sage.

- De Dreu, C.K. & Weingart, L.R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: a meta-analysis. *Journal of applied Psychology*, 88(4), 741.
- DePree, M. (1990). *Leadership is an art*. New York: Dell Publishing.
- Devos, G., Buelens, M., & Bouckennooghe, D. (2007). Contribution of content, context, and process to understanding openness to organizational change: Two experimental simulation studies. *Journal of Social Psychology*, 147(6), 607–629.
- Dick, B. (1997). *Action learning and action research*. Available from: <<http://www.scu.edu.au/schools/gcm/ar/arp/actlearn.html>>. [Accessed on 24 May 2011]
- Dick, B. (2000). *A beginner's guide to action research*. Available from: <<http://www.scu.edu.au/schools/gcm/ar/arp/guide.html>>. [Accessed on 24 May 2011]
- DiCicco-Bloom, B. & Crabtree, B.F. (2006). The qualitative research interview. *Medical education*, 40(4), 314-321.
- Dimmock, C. (2011). *Leadership, capacity building and school improvement: Concepts, themes and impact*. New York: Routledge.
- Dimmock, C. & Hattie, J. (1994). Principals' and teachers' reactions to school restructuring. *Australian Journal of Education*, 38(1), 36-55.
- Dirks, K.T. (1999). The effects of interpersonal trust on work group performance. *Journal of applied psychology*, 84(3), 445-455.
- Dirks, K.T. & Ferrin, D.L. (2001). The role of trust in organizational settings. *Organization science*, 12(4), 450-467.
- Dlungwane, B.J. (2012). *Transforming Township Schools Into Learning Organisations: The Challenges of Leadership and Management* (Doctoral dissertation, University of KwaZulu-Natal, Edgewood).
- Dobson, P.J. (2002). Critical Realism and Information Systems Research: Why Bother with Philosophy. *Information Research*, 7(2), 1-13.

- Donaldson, G.A. (Jr.). (2001). *Cultivating leadership in schools: Connecting people, purpose, and practice*. New York: Teachers College Press.
- Drucker, P.F. (1999), *Management Challenges for the Twenty-first Century*. New York: Harper Collins.
- Druskat, V.U. & Wolff, S.B. (2001). Building the emotional intelligence of groups. *Harvard Business Review*, 79(3), 80-91.
- Dubrin, A. J. (1998). *Leadership Research Findings, Practice, and Skills*, 2nd edition. Boston: Houghton Mifflin Company.
- Dunlap, J.C. & Grabinger, R.S. (2003). Preparing students for lifelong learning: A review of instructional methodologies. *Performance Improvement Quarterly*, 16(2), 6-25.
- Durkheim, E. (2005). The dualism of human nature and its social conditions. *Durkheimian Studies*, 11(1), 35-45.
- Durkheim, E. (1983). *Pragmatism and sociology*. Cambridge: Cambridge University Press.
- Elias, J.L. & Merriam, S. (1980). *Philosophical foundations of adult education*. Huntington, NY: Robert E. Krieger Publishing Co.
- Elliott, J. (1989). Educational theory and the professional learning of teachers: an overview. *Cambridge Journal of Education*, 19(1), 81-101.
- Elliott, J. (1991). *Action research for educational change*. Philadelphia: Open University Press.
- Ellis, C. (2004). *The ethnographic I: A methodological novel about autoethnography*. Walnut Creek, CA: Altamia Press.
- Ernest, P. (1998) *Social Constructivism as a Philosophy of Mathematics*, Albany, New York: Suny Press.
- Etlers, L.H. (2006). Action research: The ultimate mirror test. *The Delta Kappa Gamma Bulletin Spring*, 14–29.
- Facione, P.A. (2010). *Critical thinking: What it is and why it counts*. Millbrae, CA: Insight Assessment, Measured Reasons and The California Academic Press:

- Fairholm, M.R. (2004). "Different perspectives on the practice of leadership". *Public Administration Review*, 64(5), 577-590.
- Fairman, J.C. & Mackenzie, S.V. (2014). How teacher leaders influence others and understand their leadership. *International Journal of Leadership in Education*, 17(2), 1-27.
- Fear, F.A. & Sandmann, L.R. (2002). The "new" scholarship: Implications for engagement and extension. *Journal of Higher Education Outreach and Engagement*, 7(1&2), 29-39.
- Feldman, R. (2003). *Epistemology*. Upper Saddle River, New Jersey: Prentice Hall.
- Ferch, S.R. & Mitchell, M.M. (2001). Intentional forgiveness in relational leadership: A technique for enhancing effective leadership. *The Journal of Leadership Studies*; 7(4), 71-83.
- Ferch, S.R. & Spears, L.C. (eds.) (2011). *The spirit of servant leadership*. New York: Paulist Press.
- Festinger, L. (1957). *A Theory of Cognitive Dissonance*. Stanford, CA: Stanford University Press.
- Fiske, E. & Ladd, H. (2006). Racial equity in education: How far has South Africa come?. *Perspectives in Education: Education Finance*, 24(2), 95-108.
- Fleisch, B. & Christie, P. (2004). Structural change, leadership and school effectiveness/improvement: Perspectives from South Africa. *Discourse: studies in the cultural politics of education*, 25(1), 95-112.
- Fletcher, J.K. & Kaufer, K. (2003) Shared leadership: Paradox and possibility. In Pearce, C. & Conger, J. (Eds). *Shared leadership: Reframing the hows and whys of leadership*. London: Sage.
- Fontana, A. & Frey, J.H. (2000). The interview form structured questions to negotiated text. In: Denzin, N. & Lincoln, Y., 2000. *Handbook of qualitative research*. 2nd ed. Thousand Oaks, CA: Sage.
- Foss, S.K. & Gill, A. (1987). Michel Foucault's theory of rhetoric as epistemic. *Western Journal of Speech Communication*, 51(4), 384-401.

- Foucault, M., Davidson, A.I. & Burchell, G. (2006). *Psychiatric Power: Lectures at the Collège de France, 1973-1974*; English series (ed.). Basingstoke: Palgrave Macmillan.
- Frank, F. & Smith, A. (1999). *The community development handbook: A tool to build community capacity* (p. 13). Ottawa, ON: Human Resources Development Canada.
- Fredrickson, B.L. (2002). "Positive emotions." In *Handbook of positive psychology*. Eds. C.R. Snyder and Lopez, Shane J. New York: Oxford University.
- Freedman, S. (2012). Collegiality Matters: Massachusetts Public Higher Education Librarians' Perspective. *The Journal of Academic Librarianship*, 38(2), 108-114.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Seabury Press.
- Freire, P. (2004). The banking concept of education. In A.S. Canestrari & B. A. Marlow. *Educational foundations: An anthology of critical readings*. Thousand Oaks, CA: Sage Publications.
- French, S. (2009). Action research for practising managers. *Journal of Management Development*, 28(3), 187-204.
- Friedman, I. & Bhengu, L. (2008). *Fifteen year review of income poverty alleviation programmes in the social and related sectors*. Durban, South Africa: Health Systems Trust.
- Fulghum, R. (1989). *It Was on Fire When I Lay Down on It*. New York: Random House Publishing Group.
- Fullan, M. (1991). with Stiegelbauer, S.(1991). *The new meaning of educational change*. London: Cassell.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey- Bass.
- Fullan, M. (2002). The change. *Educational leadership*, 59(8), 16-20.
- Fullan, M. (2007). *The NEW Meaning of Educational Change*, 4th ed. New York: Teachers College Press.

- Gallagher, E. (2002). Leadership: a paradigm shift. *Management in Education*, 16(3), 24-28.
- Gay, L.R. & Airasian, P. (2000). *Educational research, Competencies for analysis and application*. New Jersey: Prentice-Hall.
- George, B. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. New York: John Wiley & Sons.
- George K 2010. *The role of Traditional Leadership in Governance and Rural Development: A Case Study of the Mgwalana Traditional Authority*. MA Dissertation. Port Elizabeth: Nelson Mandela Metropolitan University.
- Gernetzky, K. (2012). 'Dangerous to accept low pass rates'. *Business Day*, 8 January 2012, p1.
- Gerwel, J. (1994). "Education in South Africa: Means and Ends." Pp. in *Change in South Africa*, edited by J.E. Spence. New York: Council on Foreign Relations Press.
- Glasser, W. (1990). *The quality school: Managing students without coercion*. New York: Perennial Library.
- Goldberg, L. (1993). *The structure of phenotypic personality traits*. *American Psychologist*, 48(1), 26-34.
- Goleman, D. (1998). *Working with emotional intelligence*. New York: Bantam.
- Goleman, D. (2004). *Emotional Intelligence Works*. New York: Bantam.
- Goodnough, K. (2008). Dealing with Messiness and Uncertainty in Practitioner Research: The Nature of Participatory Action Research. *Canadian Journal of Education*, 31(2), 431-458.
- Goodson, I. (2003). *Professional knowledge, professional lives: Studies in education and teaching*. Great Britain: McGraw-Hill International.
- Graham, J.W. (1991). Servant leadership in organisations: Inspirational and moral. *Leadership Quarterly*, 2(2), 105-119.

- Grant, C. (2006). Emerging Voices on Teacher Leadership. *Educational Management Administration Leadership*, 34(4), 511-532.
- Grant, C., Gardner, K., Kajee, F., Moodley, R. & Somaroo, S. (2010). Teacher leadership: a survey analysis of KwaZulu-Natal teachers' perceptions. *South African Journal of Education*, 30(3): 401-419.
- Graves, D.H. (2001). *The Energy To Teach*. Westport, CT: Heinemann.
- Gray, D.E. (2013). *Doing research in the real world*. London: Sage.
- Greene, J. (1992). The practitioner's perspective. *Curriculum Inquiry*, 22(1), 39-45.
- Greenfield, T. & Ribbins, P. (eds.) (1993). *Greenfield on Educational Administration: Towards a Humane Science*. London: Routledge.
- Greenleaf, R.K. (1977). *Servant leadership* (Vol. 7). New York: Paulist Press.
- Greenleaf, R.K. (1991). *The Servant as Leader*. Indianapolis: The Greenleaf Center.
- Greenleaf, R. & Spears, L. (Eds.) (2002). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York: Paulist Press.
- Greenleaf, R.K. (2002). *Servant-leadership: A journey into the nature of legitimate power and greatness*. Mahwah, NJ: Paulist Press.
- Greenlee, B.J. (2007). Building teacher leadership capacity through educational leadership programs. *Journal of Research for Educational Leaders*, 4(1), 44-74.
- Grix, J. (2004). *The foundations of research*. London: Palgrave Macmillan.
- Gronn, P. (2000). Distributed properties a new architecture for leadership. *Educational Management Administration & Leadership*, 28(3), 317-338.
- Gronn, P. (2002). Distributed leadership as a unit of analysis. *Leadership Quarterly*, 13(4), 423-451.
- Gronn, P. (2008). The future of distributed leadership. *Journal of Educational Administration*, 46(2), 141-158.

- Guba, E.G. (Ed.) (1990). *The paradigm dialog*. London: Sage Publications.
- Guba, E.G. & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N.K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 105-117). Thousand Oaks, CA: Sage.
- Habermas, J. (1976) *Communication and the Evolution of Society*. London, Heinemann.
- Habermas, J. (1984). *The theory of communicative action: Reason and the rationalization of society*. London: Heinemann.
- Habermas, J. (1987). *The theory of communicative action: The critique of functionalist reason*. Oxford: Polity Press.
- Habermas, J. (1998). "Actions, Speech Acts, Linguistically Mediated Interactions, and the Lifeworld," in Jürgen Habermas, *On the Pragmatics of Communication*, edited by Maeve Cooke (pp. 216-255). Cambridge, Massachusetts: MIT Press.
- Hall, D. T. 2004. Self-awareness, identity, and leader development. In D. V. Day, S. J. Zaccaro, & S. M. Halpin (Eds.), *Leader development for transforming organizations: Growing leaders for tomorrow*: 153-176. Mahwah, NJ: Erlbaum.
- Hall, E., Altman, M., Nkomo, N., Peltzer, K. & Zuma, K., (2005). *Potential Attrition in Education: The Impact of Job Satisfaction, Morale, Workload and HIV/AIDS*. Pretoria: HSRC.
- Hallinger, P. & Richardson, D. (1988). Models of shared leadership: Evolving structures and relationships. *The Urban Review*, 20(4), 229-245.
- Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership. *Cambridge Journal of education*, 33(3), 329-352.
- Halpern, D.F. (2003). *Thought and Language: An introduction to critical thinking*. Mahwah, NJ: Lawrence Erlbaum Associates).
- Hammersley, M. (2013). *What is Qualitative Research? What is? Research Methods*. London: Continuum/Bloomsbury.

- Hammett, D. (2008). Disrespecting teacher: The decline in social standing of teachers in Cape Town, South Africa. *International journal of educational development*, 28(3), 340-347.
- Hanushek, E.A. & Wößmann, L. (2007). *The Role of School Improvement in Economic Development*. World Bank Policy Research Working Paper 4122.
- Harber C & Muthukrishna N. (2000). School effectiveness and school improvement in context: The case of South Africa. *School Effectiveness and School Improvement*, 11(4):42-434.
- Hargreaves, A. (1992). Contrived collegiality: the micropolitics of teacher collaboration. *Managing Change in Education*, (pp. 80-94). Londres: Open University.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.
- Hargreaves, A. (2002). Teaching and betrayal. *Teachers and Teaching: theory and practice*, 8(3), 393-407.
- Harris, A. (2002). *School Improvement: What's in it for Schools?*. London: Routledge/Falmer.
- Harris, A. (2003). Teacher leadership as distributed leadership: heresy, fantasy or possibility?. *School leadership & management*, 23(3), 313-324.
- Harris, A, 2005. *Crossing boundaries and breaking barriers*. London: Specialist Schools Trust
- Harris, A. (2008). Distributed leadership: According to the evidence. *Journal of Educational Administration*, 46(2), 172-188.
- Harris, A. & Lambert, L. (2003). *Building leadership capacity for school improvement*. New York: McGraw-Hill International.
- Harris, A. & Muijs, D. (2002). *Teacher Leadership: principles and practice*. Nottingham: National College for School Leadership.
- Harris, D.L & Anthony, H.M (2001). Collegiality and its Role in Teacher Development: perspectives from veteran and novice teachers. *Teacher Development*, 5 (3), 371-390.

- Hart, C.S. (2009). Human ecology policy document for academic reviews. Bellville: University of the Western Cape.
- Hart, C.S. (2012). Professionalisation of community development in South Africa: Process, issues and achievements. *Africanus*, 42(2), 55-66.
- Hartshorne, K. & Graudy, R. (1999). *The Making of Educational Policy in South Africa*. Cape Town: Oxford University Press.
- Hatch, J.A. & Wisniewski, R. (Eds.). (2002). *Life history and narrative*. London: Routledge.
- Hawley, W.D. (1994). Seeking the essential superintendent. *The School Administrator*, 51(7), 30-33.
- Hays, J.M. (2008). Teacher As Servant Applications of Greenleaf's Servant Leadership in Higher Education. *Journal of Global Business Issues*, 2(1), 113-134.
- Heifetz, R.A. (1994). *Leadership without easy answers*. Boston, MA: Harvard Business School Press.
- Heikkinen, H.L.T.; Huttunen R & Syrjälä L, (2007). Action research as narrative: five principles for validation. *Educational Action Research*, 15(1), 5-19.
- Heimlich, J.E. & Ardoin, N.M. (2008). Understanding behaviour to understand behaviour change: A literature review. *Environmental education research*, 14(3), 215-237.
- Hennink, M. M. (2007). *International focus group research*. Atlanta: Emory University.
- Herbert, S. & Rainford, M. (2014). Developing a model for continuous professional development by action research. *Professional development in education*, 40(2), 243-264.
- Herr K & Anderson G.L. (2005). *The Action Research Dissertation. A guide for students and faculty*. London: SAGE
- Heystek, J. & Lethoko, M. (2001). The contribution of teacher unions in the restoration of teacher professionalism and the culture of learning and teaching. *South African Journal of Education*, 21(4), 222-227.

- Hickman, W.A., Moore, L.C. & Torek, T.J. (2008). Voluntary Teacher Leadership: Key to Sustainable Improvement. *Principal Leadership*, 9(2), 30-33.
- Higgs, C. (1997). *The Ghost of Equality. The public lives of D.D.T. Jabavu of South Africa, 1885 – 1959*. Pretoria: David Phillip Publishers.
- Higgs, M. (2002). Do leaders need emotional intelligence? A study of the relationship between emotional intelligence and leadership of change. *International Journal of Organisational Behaviour*, 5(6), 195-212.
- Hipp, K. A. (1996). *Teacher Efficacy: Influence of Principal Leadership Behaviour*. Paper presented at the annual meeting of the American Educational Research Association, New York City.
- Hoadley, U. (2007). The reproduction of social class inequalities through mathematics pedagogies in South African primary school. *Journal of Curriculum Studies*, 39(6), 679-706.
- Hoadley, U., Christie, P., Jacklin, H. & Ward, C. (2009). Managing to learn – instructional leadership in South African secondary schools. *School Leadership and Management*, 29(4), 373-389.
- Hofmeyr, J. (2000). The emerging school landscape in post-apartheid South Africa. *Unpublished paper for Independent Schools Association of South Africa (ISASA)*. National Executive Director, ISASA.
- Hofstede, G. (1993). Cultural constraints in management theories. *Academy of Management Executive*, 7(1), 81-94.
- Hofstede, G.H. (2001). *Culture's consequences: Comparing values, behaviours, institutions and organizations across nations*. Thousand Oaks, CA: Sage.
- Holden, M.T., & Lynch, P. (2004). Choosing the appropriate methodology: understanding research philosophy. *The marketing review*, 4(4), 397-409.
- Hollins, E. (1996). *Culture in school learning: Revealing the deep meaning*. New Jersey: Lawrence Erlbaum Associates.

- Holter, I.M. Schwartz-Barcott, D. (2008) - Journal of Advanced Nursing, Action research: what is it? How has it been used and how can it be used in nursing? *Journal of Advanced Nursing*, 18(2), 298–304.
- Holton, E.F. & Burnett, M.F. (2005). The Basics of Quantitative Research. In R.A. Swanson & E. F. Holton (Eds), *Research in organizations: Foundations and methods of inquiry* (pp. 29–44). San Francisco: Berret-Koehler.
- Hook, D. (Ed.). (2004). *Critical psychology*. Claremont: Juta and Company Ltd.
- Hopkins, C. & D. Jackson (2003), “Building the Capacity for Leading and Learning”, in A. Harris, C. Day, D. Hopkins, M. Hadfield, A. Hargreaves and C. Chapman (eds.), *Effective Leadership for School Improvement*. London: Routledge.
- Horn, I.S. & Little, J.W. (2010). Attending to problems of practice: Routines and resources for professional learning in teachers’ workplace interactions. *American Educational Research Journal*, 47(1), 181-217.
- Horsfall, C. (2001). Team leaders make a difference in raising achievement. In C. Horsfall (Ed.), *Leadership issues: Raising Achievement*. London, England: Learning and Skills Development Agency.
- Hosmer, L.T. (1995). Trust: The connecting link between organizational theory and philosophical ethics. *Academy of management Review*, 20(2), 379-403.
- Hoy, W.K. & Miskel, C.G. (2008). *Educational administration: Theory, research, and practice* (8th ed.). New York: McGraw-Hill.
- Hoy, W.K. & Sweetland, S.R. (2001). Designing better schools: The meaning and measure of enabling school structures. *Educational Administration Quarterly*, 37(3), 296-321.
- Huchzermeyer, M. (2002). Upgrading through the project-linked capital subsidy: Implications for the strategies of informal settlement residents and their community organisations. In *Urban Forum*, 13(2), 67-85.
- Huttunen, R. & Heikkinen, H.L. (1998). Between facts and norms: action research in the light of Jürgen Habermas's theory of communicative action and discourse theory of justice¹. *Curriculum studies*, 6(3), 307-322.

- Huxham, C. & Vangen, S. (2000). Leadership in the shaping and implementation of collaboration agendas: How things happen in a (not quite) joined-up world. *Academy of Management journal*, 43(6), 1159-1175.
- International Labour Organization (1991), Seventy-fifth session, Geneva, ILO.
- Jansen, J. 1997. *The Reconstruction of Schools: Can Quality be Improved? Education Africa Forum*. Pinegowie: Education Africa.
- Jansen, J. D. (2001). Image-ining teachers: Policy images and teacher identity in South African classrooms. *South African Journal of Education*, 21(4), 242-246.
- Jansen, J. (2004). Changes and continuities in South Africa's higher education system, 1994 to 2004. In: Chisholm L (ed.). *Changing class. Education and social change in post-apartheid South Africa*. Cape Town: HSRC Press.
- Jarvis, P. (1992). Reflective practice and nursing. *Nurse Education Today*, 12(3), 174-181.
- Jarzabkowski, L. (2003). Teacher collegiality in a remote Australian school. *Journal of Research in Rural Education*, 18(3), 139-144.
- Jepson, E. & Forrest, S. (2006). Individual contributory factors in teacher stress: The role of achievement striving and occupational commitment. *British Journal of Educational Psychology*, 76(1), 183-197.
- Jindal-Snape, D. & Miller, D. J. (2008). A challenge of living? Understanding the psycho-social processes of the child during primary-secondary transition through resilience and self-esteem theories. *Educational Psychology Review*, 20(3), 217-236.
- John, V. (2012). Matric pass rate may be deceiving. *Mail and Guardian*, 06 January 2012, p1.
- Johnson, C.S. (2011). School administrators and the importance of utilizing action research. *International Journal of Humanities and Social Science*, 1(14), 78-84.
- Johnson, P.E. (2003). Conflict and the school leader: Expert or novice. *Journal of Research for Educational Leaders*, 1(3), 28-45.

- Johansson, U. & Woodilla, J. (2011). A Critical Scandinavian Perspective on the Paradigms Dominating Design Management. In R. Cooper, S. Junginger, & T. Lockwood (Eds.), *The Handbook of Design Management* (pp. 461–479). Oxford and New York: Berg.
- Jordan, P.J., Ashkanasy, N.M., Härtel, C.E. & Hooper, G.S. (2002). Workgroup emotional intelligence: Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*, 12(2), 195-214.
- Kahl, J. (2004). *Leading from the heart*. Westlake, OH, USA: Jack Kahl and Associates.
- Kallaway, P. (1984). *Apartheid and education: the education of black South Africans*. Johannesburg: Ravan Press.
- Kallaway, P. (2006). Chapter 12: *The matric results 2002 and 2003. The uncomfortable truths of the Western Cape*. As in *Marking Matric: colloquium proceedings* by Vijay Reddy. Cape Town: HSRC press.
- Kamper, G. (2008). A profile of effective leadership in some South African high-poverty schools. *South African journal of education*, 28(1), 1-18.
- Kannan, R.K. & Sudha, G. (2012). First to Serve. *Journal of Management*, 5(2), 40-46.
- Kanov, J.M., Maitlis, S., Worline, M.C., Dutton, J.E., Frost, P.J. & Lilius, J.M. (2004). Compassion in organizational life. *American Behavioral Scientist*, 47(6), 808-827.
- Kant, I., Guyer, P. & Wood, A.W. (Eds.). (1998). *Critique of pure reason*. UK: Cambridge University Press.
- Katzenbach, J.R. (2003). *Why Pride Matters More Than Money: the Power of the World's Greatest Motivational Force*. New York: Random House.
- Katzenmeyer, M. & Moller, G. (2001). *Awakening the sleeping giant: Helping Teachers Develop as Leaders*. Thousand Oaks, CA: Corwin.
- Kearney, J. & Zuber-Skerritt, O. (2012). From learning organization to learning community: Sustainability through lifelong learning. *Learning Organization, The*, 19(5), 400-413.

- Kelchtermans, G. (2006). Teacher collaboration and collegiality as workplace conditions. A review. *Zeitschrift für Pädagogik*, 52(2), 220-237.
- Kelley, R.C., Thornton, B. & Daugherty, R. (2005). Relationships between measures of leadership and school climate. *Education*, 126(1), 17-25.
- Kemmis, S. (1988). Action Research, in: J. P. Keeves (ed.) *Educational Research, Methodology and Measurement: An International Handbook*. Oxford: Pergamon Press.
- Kemmis, S. & McTaggart, R. (1998). *The Action Research Planner*. Geelong, Victoria: Deakin University Press.
- Kemmis, S. & McTaggart, R. (2000). Participatory action research. In N. Denzin and Y. Lincoln (Eds.), *Handbook of Qualitative Research (2nd Ed.)* (pp. 567-605). Thousand Oaks CA: Sage.
- Kemmis, S. & McTaggart, R. (2005). Participatory action research: Communicative action and the public sphere. In N. Denzin and Y. Lincoln (Eds.) *Handbook of Qualitative Research (3rd Ed.)* (pp. 559-604). Thousand Oaks CA: Sage.
- Kemmis, S. & McTaggart, R. (2007). 'Participatory Action Research: Communicative Action and the Public Sphere', in N. Denzin and Y. Lincoln, *Strategies of Qualitative Inquiry, 3rd edition*, (pp. 271-330). London: Sage Publishers.
- Kim, M.S. (2014). Doing social constructivist research means making empathic and aesthetic connections with participants. *European Early Childhood Education Research Journal*, 22(4), 538-553.
- Kincheloe, J. & McLaren, P. (2005). *Rethinking critical theory and qualitative research*. In N. K. Denzin & Y. S. Lincoln (Eds.), (2005). *The Sage handbook of qualitative research (3rd Edition)* (pp. 303-342). Thousand Oaks, CA: Sage.
- Kirk, P. & Shutte, A.M. (2004). Community leadership development. *Community Development Journal*, 39(3), 234-251.
- Klaassen, C.A.C. & Maslovaty, N. (2010). *Moral courage and the normative professionalism of teachers*. Rotterdam: Sense.
- Konovsky, M. A. & Pugh, S.D. (1994). Citizenship behavior and social exchange. *Academy of management journal*, 37(3), 656-669.

- Koshy, V. (2005). *Action research for improving practice: A practical guide*. London: Sage.
- Kouzes, J.M. & Posner, B.Z. (1987). *The leadership challenge: How to get extraordinary things done in organisations*. San Francisco CA: Jossey-Bass.
- Krause, L.D. & Powell, R. (2002). Preparing School Leaders in Post-Apartheid South Africa: A Survey of Leadership Preferences of Principals in Western Cape. *Journal of Leadership & Organizational Studies*, 8(3), 63-78.
- Krauss, S.E. (2005). Research paradigms and meaning making: A primer. *The qualitative report*, 10(4), 758-770.
- Kritzinger, S. (2005). European identity building from the perspective of efficiency. *Comparative European Politics*, 3(1), 50-75.
- Kroll, T., Barbour, R. & Harris, J. (2007). Using Focus Groups in Disability Research. *Qualitative Health Research*, 17(5), 690-98.
- Krüger, M. L., Witziers, B. & Sleegers, P. (2007). The impact of school leadership on school level factors: Validation of a causal model. *School Effectiveness and School Improvement*, 18(1), 1-20.
- Kruse, S.D. & Louis, K.S. (2008). *Building strong school cultures: A guide to leading change*. London: SAGE.
- Kuhn, T.S. (1977). *The essential tension: Selected studies in scientific tradition and change*. Chicago and London: University of Chicago Press.
- Kumar, P. (2000). *Rethinking high-performance work systems*. Kingston, ON: IRC Press.
- Kythreotis, A., Pashiardis, P. & Kyriakides, L. (2010). The influence of school leadership styles and culture on students' achievement in Cyprus primary schools. *Journal of Educational Administration*, 48(2), 218-240.
- Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 257–277). Thousand Oaks, CA: Sage.

- Laidlaw, M. (1996). How can I create my own living educational theory as I offer you an account of my educational development? PhD thesis, University of Bath.
Available from: <<http://www.actionresearch.net/moira2.shtml>> [Accessed on 17 April 2010].
- Lakomski, G. (2005). *Managing without leadership. Towards a theory of organizational functioning*. Amsterdam: Elsevier.
- Lam, D., Ardington, C. & Leibbrandt, M. (2011). Schooling as a lottery: Racial differences in school advancement in urban South Africa. *Journal of Development Economics*, 95(2), 121-136.
- Lapp, J. (1999). New models of leadership. *Executive Excellence*, 16(6), 20-22.
- Lapping, B. (1987). *Apartheid: A history*. London: Paladin.
- Lawson, H.A. (2005). Empowering people, facilitating community development, and contributing to sustainable development: The social work of sport, exercise, and physical education programs. *Sport, Education and Society*, 10, 135-160.
- Leedy, P. (2001). *Research Planning and Designing* (4th ed.). London: Sage.
- Leithwood, K., Jantzi, D. & Steinbach, R. (1999). *Changing leadership for changing times*. UK: McGraw-Hill International.
- Leithwood, K.A. & Riehl, C. (2003). *What we know about successful school leadership* (pp. 1-14). Nottingham: National College for School Leadership.
- Lemke, J.L. (1995). *Textual politics: Discourse and social dynamics*. London: Taylor & Francis.
- Lemon, A. (2004). Redressing school inequalities in the Eastern Cape, South Africa. *Journal of Southern African Studies*, 30(2), 269-290.
- Lester, S. (1999). *An introduction to phenomenological research*. Taunton, UK: Stan Lester Developments.
- Lewin, K. (1946). Action research and minority problems. *Journal of social issues*, 2(4), 34-46.

- Lewin, K., Lippitt, R. & White, R.K. (1939). Patterns of aggressive behaviour in experimentally created "social climates". *The Journal of Social Psychology*, 10(2), 269-299.
- Leu, E. (2005). *The Role of Teachers, Schools, and Communities in Quality Education: A Review of the Literature*. Washington, DC: AED, Global Education Center.
- Le Tellier, J. P. (2007). *Quantum learning & instructional leadership*. Thousand Oaks, CA: Corwin Press.
- Lincoln, Y. & Guba, E. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.
- Lincoln, Y.S., Lynham, S.A. & Guba, E.G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, In N.K. Denzin & Y.S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 97-128). Thousand Oaks, CA: Sage.
- Lines, R., Selart, M., Espedal, B. & Johansen, S.T. (2005). The production of trust during organizational change. *Journal of Change Management*, 5 (2), 221-245.
- Locke, L., Spirduso, W.W. & Silverman, S.J. (2000). *Proposals that work* (4th ed.). Thousand Oaks, CA: Sage.
- Lofthouse, M. (1994). Managing learning. In: Bush T & West-Burnham J (eds). *The principles of educational management*. London: Pitman.
- Lomax, P. (1994). *The narrative of an educational journey or crossing the track. (Professorial Address)*. Kingston: Kingston University.
- Lombard, K. & Grosser, M. (2008). Critical thinking: are the ideals of OBE failing us or are we failing the ideals of OBE?. *South African journal of education*, 28(4), 561-579.
- Lubin, K.A. (2001). *Visionary leader behaviors and their congruency with servant leadership characteristics*. (Doctoral dissertation, University of La Verne).
- Lukes, S. (1974). *Emile Durkheim: His Life and Work: A Historical and Critical Study*. New York: Harper & Row.

- Lumsden, L. (1998). *Teacher morale*. Eugene, Oregon: ERIC Clearinghouse on Educational Management.
- Luthans, F., Luthans, K.W., Hodgetts, R.M. & Luthans, B.C. (2001). Positive approach to leadership (PAL), implications for today's organisations. *The Journal of Leadership & Organisational Studies*. 8(2), 3-20.
- Macionis, J.J., Benoit, C. & Jansson, M. (2000). *Society: the basics*. Upper Saddle River, NJ: Prentice Hall.
- Maicibi, N.A. (2003). *Pertinent issues in employees management*. Kampala: MPK Graphics.
- Major, C. & Savin-Baden, M. (2010). Exploring the relevance of qualitative research synthesis to higher education research and practice. *London Review of Education*, 8(2), 127-140.
- Mampane, R. & Bouwer, C. (2011). The influence of township schools on the resilience of their learners. *South African Journal of Education*. 31(1), 114-126.
- Marcuse, H. (2013). *One-dimensional man: Studies in the ideology of advanced industrial society*. London: Routledge.
- Marishane, R.N., Botha, N. & Du Plessis, P. (2011). *School leadership in a changing context: A case for school-based management*. Pretoria: Van Schaik.
- Martin, A.J., & Marsh, H.W. (2006). Academic resilience and its psychological and educational correlates: A construct validity approach. *Psychology in the Schools*, 43, 267-282.
- Martinez, M.C. (Ed.). (2004). *Teachers working together for school success*. California: Corwin Press.
- Masango, M. (2005). The African concept of caring for life. *HTS: Theological Studies*, 61(3), 915-925.
- Masitsa, M.G. (2005). Crucial management skills for principals of township secondary schools. *ACTA ACADEMICA-UNIVERSITY OF THE FREE STATE*, 37(1), 173-201.

Maslow, A.H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370-396.

Maslow, A.H. (1954). *Motivation and Personality*. New York: Harper.

Maslow, A.H. (1971). *Self-actualization*. California: Big Sur Recordings.

Maslow, A.H., Stephens, D.C., Heil, G. & Bennis, W. (1998). *Maslow on management*. New York: John Wiley.

Mason J. (1996). *Qualitative Researching*. London: Sage.

Mason, T.C. & Delandshere, G. (2010). Citizens not research subjects: Toward a more democratic civic education inquiry methodology. *Inter-American Journal of Education for Democracy*, 3(1), 5-26.

Matomela, D. 2010. Headmaster of PE's worst performing school breaks down in tears. *EP Herald*, January 2010, p1.

Mattson, E. & Harley, K. (2002) Teacher identities and strategic mimicry in the policy/practice gap, in Lewin, K., Samuel, M. and Sayed, Y. (Eds.), *Changing Patterns of Teacher Education in South Africa*. Cape Town: Heinemann.

Maxwell, J.A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. *Educational researcher*, 33(2), 3-11.

May, D.R., Chan, A.Y.L., Hodges, T.D. & Avolio, B.J. (2003). "Developing the moral component of authentic leadership". *Organizational Dynamics*, 32(3), 247-60.

Mayer, R.C., Davis, J.H. & Schoorman, F.D. (1995). An integrative model of organizational trust. *Academy of management review*, 20(3), 709-734.

Mayeroff M. (1971). *On Caring*. Harper & Row, New York.

McAdam, R., Mason, B. & McCrory, J. (2007). Exploring the dichotomies within the tacit knowledge literature: towards a process of tacit knowing in organizations. *Journal of Knowledge Management*, 11(2), 43-59.

McCaslin, M.L. (2001). The Landscape of Leadership Building Relationships. *Journal of Leadership & Organisational Studies*, 8(2), 21-37.

- McCuddy, M.K. & Cavin, M.C. (2008). Fundamental moral orientations, servant leadership, and leadership effectiveness: an empirical test. *Review of Business Research*, 8(4), 107-117.
- McFarlane, T. & Dunlap, J.C. (2001). The relationship between self-directed learning and lifelong learning. In H. Long (Ed.), *Self-directed learning and the information age*. Schaumburg, IL: Motorola University Press.
- McLeod, S. (2007). Maslow's hierarchy of needs. *Simply Psychology*. Available from: <<http://www.simplypsychology.org/maslow.html>>. [Accessed on 14 August 2010].
- McMinn, T.F. (2001). The conceptualization and perception of biblical servant leadership in the southern Baptist convention. Digital Dissertations, 3007038.
- McNaughton, D. (2003). The role of values and leadership in organizational transformation. *Journal of Human Values*, 9(2), 131-140.
- McNiff, J. 1997. *Action research: principles and practices*. London: Routledge.
- McNiff, J. (2008). The significance of 'I' in educational research and the responsibility of intellectuals. *South African Journal of Education*, 28(3), 351-364.
- McNiff, J. (2007). *How do I account for the good in what I claim as quality educational research?* Paper presented at the Philosophy of Education Special Interest Group, British Educational Research Association Annual Meeting, Institute of Education, University of London. Available from: <www.jeanmcniff.com>. [Accessed on 30 June 2009].
- McNiff, J. (2013) *Action Research: Principles and Practice* (3rd edition). Abingdon, Routledge.
- McNiff, J., Lomax P. & Whitehead, J. (1996). *You and your action research project*, London: Routledge.
- McNiff, J., Lomax, P. & Whitehead, J. (2003). *You and your research project* (2nd Ed.). London: Routledge Falmer.
- McNiff, J. & Whitehead, J. (2002). *Action research in organisations*. London: Routledge.

- McNiff, J. & Whitehead, J. (2005). *Action Research for Teachers. A practical guide.* London: David Fulton.
- McNiff, J. & Whitehead, J. (2006). *All you need to know about Action Research.* London: SAGE.
- McNiff, J. & Whitehead, J. (2009). *Doing and writing action research.* London: Sage.
- McNiff, J. (2010). *Action research for professional development: Concise advice for new and experienced action researchers.* Dorset, England: September Books.
- McNiff, J. & Whitehead, J. (2011). *All you need to know about action research.* London: Sage.
- McTaggart, R. (1997). *Participatory action research: International contexts and consequences.* Albany NY: State University of New York Press.
- Majeke, N. (1952). *The role of the missionaries in conquest.* Johannesburg, South Africa: Society of Young Africa.
- Meade, R.R. (2012). Government and community development in Ireland: The contested subjects of professionalism and expertise. *Antipode*, 44(3), 889-910.
- Melrose, M.J. (2001). Maximizing the rigor of action research: Why would you want to? How could you?. *Field Methods*, 13(2), 160-180.
- Mendel, P.C. (1987). *An Investigation of Factors That Influence Teacher Morale and Satisfaction with Work Conditions.* Doctoral dissertation. Eugene, Oregon: Division of Educational Policy and Management, University of Oregon.
- Mezirow, J. (1990). "How critical reflection triggers transformative learning." *Fostering critical reflection in adulthood.* San Francisco, CA: Jossey-Bass.
- Miears, L.D. (2004). *Servant leadership and job satisfaction: A correlational study in Texas Education Agency region X Public Schools.* Unpublished doctoral dissertation, Texas A&M University.
- Mills, C.W. (2000). *The sociological imagination.* Oxford: Oxford University Press.

- Mills, G.E. (2003). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Minnis, S.E. & Callahan, J.L. (2010). Servant Leadership in Question: A Critical Review of Power within Servant Leadership. Paper presented at the 11th *International Conference on HRD Research and Practice Across Europe*, University of Pècs, Pècs, Hungary.
- Misztal, B. (2013). *Trust in modern societies: The search for the bases of social order*. New York: John Wiley & Sons.
- Mittal, S. & Bhatia, K. (2014). Creation of Conducive Environment for Knowledge Management—New HRM Dimension. *International Journal*, 2(1). 648-655.
- Moloi, K. (2007). An overview of education management in South Africa. *South African Journal of Education*, 27(3), 463-476.
- Moloto, J. (2001). South African Legal Reform After April 1994. *The North Carolina Journal of International Law and Commercial Regulation*. 26(3), 653-692.
- Molteno, F. (1984). The historical foundations of the schooling of black South Africans. In P. Kallaway (Ed.), *Apartheid and Education* (pp.45-107). Johannesburg: Ravan Press.
- Moneta, G.B., Schneider, B. & Csikszentmihalyi, M. (2001). A longitudinal study of the self-concept and experiential components of self-worth and affect across adolescence. *Applied Developmental Science*. 5(3), 125-142.
- Morgan, D.L. (2002). Focus group interviewing. In J. F. Gubrium & J. A. Holenstien (Eds.), *Handbook of interview research: Context and method* (pp. 141–160). Thousand Oaks, CA: Sage.
- Morgan, K. & Dale-Jones, B. 2011. The School that the whole community built. *Mail & Guardian*, 12 August 2011, p33.
- Mowbray, M. (2005). Community capacity building or state opportunism?. *Community Development Journal*, 40(3), 255-264.
- Msila, V. (2005). The education exodus: The flight from township schools. *Africa Education Review*, 2(2), 173-188.

- Msila, V. (2012). Mentoring and School Leadership: Experiences from South Africa. *J Soc Sci*, 32(1), 47-57.
- Mullins, L. J. (2007). *Management and organisational behaviour*. Pearson Education.
- Munday, J. (2006). Identity in focus the use of focus groups to study the construction of collective Identity. *Sociology*, 40(1), 89-105.
- Muo, I. 2014. The Other Side of Change Resistance. *International Review of Management and Business Research* 3(1), 96-112.
- Murphy, J.T. (1992). Apartheid's legacy to black children. *Phi Delta Kappan*, 73(5), 367-374.
- Myers, M.D., & Klein, H.K. (2011). A Set of Principles for Conducting Critical Research in Information Systems. *Mis Quarterly*, 35(1), 17-36.
- Nabhani, M., Nicolas, M.O.D. & Bahous, R. (2014). Principals' views on teachers' professional development. *Professional Development in Education*, 40(2), 228-242.
- Naicker, S. (2007). From Policy to Practice: A South-African Perspective on Implementing Inclusive Education Policy. *International Journal of Whole Schooling*, 3(1), 1-6.
- Naidoo J.P. (2005). Educational Decentralization and School Governance in South Africa: From Policy to Practice. International Institute for Educational Planning (IIEP) UNESCO, pp. 7-9. Available from: <<http://www.unesco.org/iiep>>. [Accessed on 7 February 2010].
- Ndlovu, S.M. (2006). *The Sowetu Uprisings: The road to democracy in South Africa, Vol. 2, (1970–1980)*. Pretoria: South African Democracy Education Trust. Unisa Press.
- Nias, J. (1989) *Primary Teachers Talking*. London: Routledge Press.
- Nichols, G. (2004). Crime and punishment and sports development. *Leisure Studies*, 23(2), 177-194.

- Niiya, Y., Crocker, J. & Bartmess, E. (2004). From vulnerability to resilience: Learning orientations buffer contingent self-esteem from failure. *Psychological Science*, 15(12), 801- 805.
- Neuman, W. L. (1997). *Social research methods* (3rd ed.). Boston: Allyn and Bacon.
- Neuman, L. W. 2003. *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Pearson Education.
- Ngcobo, T. & Tikly, L.P. (2010). Key dimensions of effective leadership for change: A focus on township and rural schools in South Africa. *Educational Management Administration & Leadership*, 38(2), 202-228.
- Noddings, N. (2002). *Educating moral people: A caring alternative to character education*. Williston, VT: Teachers College Press.
- Noffke, S.E. (1997). Professional, personal, and political dimensions of action research. In M. Apple (Ed.), *Review of Research in Education*, 22, (pp. 305-343). Washington, D.C.: American Educational Research Association.
- Nonaka, I. and Takeuchi, H. (1995). *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford University Press, New York.
- Nonaka, I. & Teece, D.J. (Eds.). (2001). *Managing industrial knowledge: creation, transfer and utilization*. London: Sage.
- Northouse, P.G. (2004). *Leadership. Theory and Practice (Third Edition)*. London: Sage.
- Northup, T. (2007). *Awareness: The Key Insight for Organizational Change*. Available from: <www.lmgsuccess.com/documents/awareness.pdf> [Accessed on 13 September 2011].
- Oates, B.J. (2002). Co-operative inquiry: Reflections on practice. *Electronic Journal of Business Research Methods*, 1(1), 27-37.
- O'Brien, P.A. (2005). *An Exploration of the Perceptions and Experiences of Leadership by Teachers and Their Opportunities for Leadership Development*. Australian: Catholic University.

- O'Brien, R. (1998). An overview of the methodological approach of action research. *Unpublished paper to Professor Joan Cherry, Course LIS3005Y, Faculty of Information Studies, University of Toronto. April, 17.*
- Obiwuru, T.C., Okwu, A.T., Akpa, V.O. & Nwankwere, I.A. (2011). Effects of leadership style on organizational performance: A survey of selected small scale enterprises in Ikosi-Ketu council development area of Lagos State, Nigeria. *Australian Journal of Business and Management Research*, 1(7), 100-111.
- Onwu, G. & Stoffels, N. 2005. Instructional functions in large, under-resourced science classes: Perspectives of South African teachers. *Perspectives in Education*, 23(3):79-91.
- Orme, G., & Bar-On, R. (2002). The contribution of emotional intelligence to individual and organisational effectiveness. *Competency and Emotional Intelligence*, 9(4), 23-30.
- Oyetunyi. C.O. 2006. *The relationship between leadership style and school climate: Botswana secondary schools*. Unpublished PhD Thesis. University of South Africa.
- Owen, S. (2014). Teacher professional learning communities: Going beyond contrived collegiality toward challenging debate and collegial learning and professional growth. *Australian Journal of Adult Learning*, 54(2), 54-77.
- Ozmon, H.A. & Craver, S.M. (1981). *Philosophical foundations of education* (2nd Ed.). Columbus, OH: Merrill Publishing Co.
- Page, D. and Wong, T.P. (2000), "A conceptual framework for measuring servant-leadership", in AdjGibolosoo, S. (Ed.), *The Human Factor in Shaping the Course of History and Development* (pp. 69-109). New York: University Press of America.
- Parolini, J.L. (2005). Investigating the relationships among emotional intelligence, servant leadership behaviors and servant leadership culture. In *Proceedings of the 2005 Servant Leadership Research Roundtable*. Regent University: Virginia Beach.
- Parsons, R.D., & Brown, K.S. (2002). *Teacher as reflective practitioner and action researcher*. Belmont, CA: Wadsworth/Thomson Learning.

- Patrick, H.A & Kumar, V.R, (2012). *Managing Workplace Diversity Issues and Challenges*. London: SAGE Open.
- Patterson, K.A. (2003). *Servant leadership: A theoretical model* (Doctoral dissertation, Regent University).
- Patton, M.Q. (2002). *Qualitative evaluation and research methods (3rd ed.)*. Thousand Oaks, CA: Sage Publications.
- Pepper, K. & Thomas, L.H. (2002). Making a change: The effects of the leadership role on school climate. *Learning Environments Research*, 5(2), 155-166.
- Peregrym, D. & Wolff, R. (2013). Values-Based Leadership: The Foundation of Transformational Servant Leadership. *The Journal of Values-Based Leadership*, 6(2), 1-13.
- Peterson, K. & Deal T. (1998). How leaders influence the culture of schools. *Educational Leadership*, 56 (1), 28-30.
- Phillips, D.C. (1987). Validity in qualitative research: Why the worry about warrant will not wane. *Education and Urban Society*, 20(1), 9–24.
- Phillips, D.K., & Carr, K. (2010). *Becoming a teacher through action research: Process, context, and self-study*. New York: Routledge.
- Polanyi, M. (1962). *Personal Knowledge*. London: Routledge and Kegan Paul.
- Polanyi, Michael. 1966. *The Tacit Dimension*. New York: Doubleday and Co.
- Polanyi, M. 2002. *Personal Knowledge: Towards a Post-Critical Philosophy*. London: Routledge.
- Polanyi, M. (2012). *Personal knowledge: Towards a post-critical philosophy*. USA: University of Chicago Press.
- Polleys, M.S. (2002). One university's response to the anti-leadership vaccine: developing servant leaders. *The Journal of Leadership Studies*, 8(3), 118-130.

- Porter, T.W. & Lilly, B.S. (1996). The effects of conflict, trust, and task commitment on project team performance. *International Journal of Conflict Management*, 7(4), 361-376.
- Posner, G.J. (2000). *Field experience: A guide to reflective teaching (5th ed.)*. New York: Longman.
- Price, H.E. (2012). Principal–Teacher Interactions How Affective Relationships Shape Principal and Teacher Attitudes. *Educational Administration Quarterly*, 48(1), 39-85.
- Prinsloo, E. (2007). Implementation of life orientation programmes in the new curriculum in South African schools: Perceptions of principals and life orientation teachers. *South African Journal of Education*, 27, 155-170.
- Punia, R. (2004). Punia, R. (2004). *My CV Is my curriculum: The making of an international educator with spiritual values*. Doctoral thesis, University of Bath, Bath, UK. Available from: <<http://www.actionresearch.net/punia.shtml>>. [Accessed 20 June 2011].
- Rad, A.M.M. & Yarmohammadian, M.H. (2006). A study of relationship between managers' leadership style and employees' job satisfaction. *Leadership in Health Services*, 19(2), 11-28.
- Raelin, J.A. (2003). *Creating leaderful organizations: How to bring out leadership in everyone* (1st ed.). San Francisco, CA: Berrett-Koehler.
- Raelin, J.A. (2005). We the leaders: In order to form a leaderful organization. *Journal of Leadership & Organizational Studies*, 12(2), 18-30.
- Raso, R. (2007). Set limitations, implement goals, and exude confidence. *Nursing management*, 38(3), 56.
- Raz, J. (2001). *Value, Respect and Attachment*. Cambridge: Cambridge University Press.
- Reason, P. & Bradbury, H. (2001). Inquiry and Participation in Search of a World Worthy of Human Aspiration. In P. Reason & H. Bradbury (Eds.), *Handbook of Action Research: Participative Inquiry and Practice*. London: Sage.

- Reason, P. & McArdle, K.L. (2003). Brief Notes on the Theory and Practice of Action Research. In S. Becker & A. Bryman (Eds.), *Understanding Research Methods for Social Policy and Practice*. London: Sage Publications.
- Reeves, J., Moos, L. & Forrest, J. (1998). The school leader's view. In J. Macbeath (Ed.), *Effective school leadership* (pp. 32–59). London: Paul Chapman/Sage.
- Reina, D.S. & Reina, M.L. (2006). *Trust & betrayal in the workplace: Building effective relationships in your organization*. San Francisco, CA: Berrett-Koehler Publishers.
- Republic of South Africa. Public Service Commission, 2006. *Assessing the Role of Labour Relation Officers in the Public Service*. Pretoria: Government Printers.
- Revans, R.W. (1983). Action learning: its terms and character. *Management Decision*, 21(1), 39-50.
- Revans, R.W. (1991) *International Perspectives on Action Learning*. Manchester: Institute for Development Policy and Management, University of Manchester .
- Richardson, L. & Pierre, A. S. Elizabeth (2005). "Writing. A method of inquiry". *The Sage handbook of qualitative research*, pp. 959-978 in *The Sage Handbook of Qualitative Research, Third Edition*, edited by N. K. Denzin and Y. S. Lincoln. Thousand Oaks, CA: Sage.
- Riel, M. (2010). Understanding action research. *Research Methods in the Social Sciences*, 17(1), 89-96.
- Ritchie, J & Lewis J – 2003, *Qualitative research practice: A guide for social science students and researchers*.
- Roach, S.M. (1992). *The human act of caring: A blueprint for the health profession*. Ottawa: Canadian Hospital Association.
- Roberts, A. (2005). Transposing a culture: reflections on the leadership of a closing school. *Improving Schools*, 8(3), 237-253.
- Rokeach, M. (1960). *The open and closed mind: investigations into the nature of belief systems and personality systems*. New York: Basic Books.

- Rotemberg, J.J. (1994). Human relations in the workplace. *Journal of Political Economy*, 102 (4), 684-717.
- Ross, K.N. & Postlethwaite, T.N. (2005). *Educational research: Some basic concepts and terminology*. Paris: UNESCO (IIEP).
- Rost, J.C. (1991). *Leadership for the twenty-first century*. Westport, CT: Praeger.
- Rousseau, D. & Tijoriwala, S.A., (1998). Assessing Psychological contracts: issues, alternatives and measures'. *Journal of Organizational Behaviour*, Special Issue, 19(1), 679-695.
- Roy, P. & Hord, S. (2003). *Moving NSDC's staff development standards into practice: Innovation configurations*. Oxford, OH: National Staff Development Council.
- Rowe, F., Stewart, D. & Patterson, C. (2007). Promoting school connectedness through whole school approaches. *Health Education*, 107(6), 524-542.
- Rubin, H.J. & Rubin, I.S. (2012). *Qualitative Interviewing: The Art of Hearing Data*. Third Edition. London: Sage Publications Ltd.
- Russell, R.F. (2001). The role of values in servant leadership. *Leadership & Organisation Development Journal*, 22(2), 76-84.
- Russell, R. F. & Stone, A.G. (2002). A review of servant leadership attributes: Developing a practical model. *Leadership & Organization Development Journal*, 23(3), 145-157.
- Ryan, A.B. (2006) *Post-Positivist Approaches to Research*. In: *Researching and Writing your thesis: a guide for postgraduate students* (pp. 12-26). MACE: Maynooth Adult and Community Education,
- Ryan, G.W. (2005). What Are Standards Of Rigor For Qualitative Research? In M. Lamont & P. White (Eds.), *Workshop on Interdisciplinary Standards for Systematic Qualitative Research*. Arlington, Virginia: Harvard University.
- Ryan, G.W. & Bernard, H.R. (2000). Data management and analysis methods. *In: Handbook of Qualitative Research*, 2nd ed. (pp.769-802), N. Denzin and Y. Lincoln eds., Thousand Oaks, CA: Sage Publications.

- Ryan, G.W., & Bernard, H.R. (2003). Techniques to identify themes. *Field methods*, 15(1), 85-109.
- Ryle, G. (1984), *The Concept of Mind*. Chicago: University of Chicago Press.
- Salner, M. (1999). Preparing for the learning organization. *Journal of Management Education*, 23(5), 489-508.
- Salovey, P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, cognition and personality*, 9(3), 185-211.
- Sammons, P. (2007). *School effectiveness and equity: Making connections*. Reading Centre for British Teachers: CfBT Education Trust.
- Samuel, M. (2008). Accountability to whom? For what? Teacher identity and the Force Field Model of teacher development. *Perspectives in Education*, 26(2), 3-16.
- Sankar, Y. (2003). Character not charisma is the critical measurement of leadership excellence. *Journal of Leadership & organisational studies*, 9(4), 45-55.
- Scharmer, C.O. (2009). *Theory U: Learning from the future as it emerges*. San Francisco: Berrett-Koehler Publishers.
- Schindler, P.L. & Thomas, C.C. (1993). The structure of interpersonal trust in the workplace. *Psychological Reports*, 73(2), 563-573.
- Schön, D. (1983). *The Reflective Practitioner: How Professionals Think in Action*. London: Temple Smith.
- Schön, D. (1987). *Educating the Reflective Practitioner: Towards a new Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass.
- Schön D. (1991). *The Reflective Practitioner (2nd ed.)*. San Francisco: Jossey-Bass.
- Schön, D.A. (1992). The crisis of professional knowledge and the pursuit of an epistemology of practice. *Journal of Interprofessional Care*, 6(1), 49-63.
- Schön, D.A. (1995). Knowing-in-action: The new scholarship requires a new epistemology. *Change: The Magazine of Higher Learning*, 27(6), 27-34.

- Schatz, M. & Walker, R. (1995), *Research as Social Change: new opportunities for qualitative research*, London: Routledge.
- Seekings, J. 1996. The 'Lost Generation': South Africa's 'Youth Problem' in the Early 1990s. *Transformation*, 29(1): 103-125.
- Seidman, I.E. (1991). *Interviewing as qualitative research*. New York: Teachers College Press.
- Seligman, M.E.P. & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1): 5-14.
- Sen, A. (2007). *Identity and violence: The illusion of destiny*. India: Penguin Books.
- Senge, P.M. (1990). *The Fifth Discipline: The Art and Practice of The Learning Organization*. New York: Doubleday.
- Senge, P., Scharmer, C.O., Jaworski, J. & Flowers, B.S. (2004). *Presence: An exploration of profound change in people, organizations and society*. New York, NY: Doubleday.
- Sergiovanni, T.J. (2001). *Leadership: What's in it for Schools?*. London: Routledge Falmer.
- Shah, M. (2012). The Impact of Teachers' Collegiality on their Organizational Commitment in High-and Low-Achieving Secondary Schools in Islamabad, Pakistan. *Journal of Studies in Education*, 2(2), 130-156.
- Shalley, C.E. & Oldham, G.R. (1997). Competition and creative performance: Effects of competitor presence and visibility. *Creativity Research Journal*, 10(4), 337-345.
- Shanker, R., Bhanugopan, R. & Fish, A. (2012). Changing organizational climate for innovation through leadership: an exploratory review and research agenda. *Review of Management Innovation & Creativity*, 5(14), 105-118.
- Sherony, K.M. & Green, S.G. (2002). Coworker exchange: relationships between coworkers, leader-member exchange, and work attitudes. *Journal of Applied Psychology*, 87(3), 542-548.

- Shrivastava, S., Selvarajah, C., Meyer, D. & Dorasamy, N. (2014). Exploring excellence in leadership perceptions amongst South African managers. *Human Resource Development International*, 17(1), 47-66.
- Simpson, B., Miller, A. & Amant, R. S. (2010). Community Leadership Development. Discussion Paper Prepared for United Way of Calgary City of Calgary, FCSS.
- Sinclair, K. (1992). Morale, satisfaction and stress in schools. *The school manager*. Sydney: Allen and Unwin.
- Singh, P. (2006). Collegiality in education: a case study. *South African Journal of Education*, 22(1), 56-64.
- Singh, P., Mbokodi, S.M. & Msila, V.T. (2004). Black parental involvement in education. *South African Journal of Education*, 24(4), 301-307.
- Smith, M. K. (1994). *Local Education*. Buckingham: Open University Press.
- Smith, B., Montagno, R. & Kuzmenko, T. (2004). Transformational and servant leadership: Content and contextual comparisons. *Journal of Leadership & Organisational Studies*, 10(4), 80—91.
- Somech, A. (2006). The effects of leadership style and team process on performance and innovation in functionally heterogeneous teams. *Journal of management*, 32(1), 132-157.
- Somekh, B. (2006) *Action Research: A Methodology for Change and Development*. Maidenhead: Open University Press).
- Soudien, C. (2007). The asymmetries of contact: an assessment of 30 years of school integration in South Africa. *Race Ethnicity and Education*, 10(4), 439-456.
- South Africa, 1950. *The Group Areas Act No. 41 of 1950*. Pretoria: Government Printers
1953. *Bantu Education Act 47 of 1953*). Parow, Cape Town: Government Printer.
1995. *The Labour Relations Act 66 of 1995*. Pretoria: Government Printer.
1996. *Constitution of the Republic of South Africa of 1996*, Pretoria: Government Printer.

1996. *Constitution of the Republic of South Africa (Bill of Rights). Act 108 of 1996*. Pretoria: Government Printers.
1996. *National Education Policy Act No. 27 of 1996*. Pretoria: Government Printer.
1996. *South African Schools Act 84 of 1996*. Pretoria: Government Printers.
1998. *Employment Equity Act No. 55 of 1998*. Pretoria: Government Printers.
1998. *The Employment of Educators Act 76 of 1998*. Pretoria: Government Printer.
2000. *The South African Council for Educators Act, 31 of 2000*. Pretoria: Government Printers.
2002. *National Youth Development Policy Framework (NYDPF) 2002-2007*. Pretoria: Presidency of South Africa.
2009. *National Youth Policy (NYP) 2009–2014*. Pretoria: Presidency of South Africa.
- South African Human Rights Commission (SAHRC), (2001). *3rd Economic and Social Rights Report 1999-2000* (Johannesburg 2001).
- South African Human Rights Commission (SAHRC), (2006). Shadow report on South Africa's compliance with the provisions of the international convention against all forms of racial discrimination, June 2006.
- South African Institute of Race Relations (SAIRR), 1998. *South African Survey 1997/1998*, Johannesburg.
- Spears, L.C. (Ed.). (1998). *Insights on leadership: Service, stewardship, spirit and servant-leadership*. New York, NY: John Wiley & Sons.
- Spears, L.C. (2002). Tracing the past, present, and future of servant-leadership. In L.C. Spears & M. Lawrence (Eds.), *Focus on leadership: Servant–leadership for the twenty-first century* (pp. 1-18). New York, NY: John Wiley & Sons.

- Spears, L.C. (2004). Practicing servant-leadership. *Leader to Leader*, 34(1), 7-11.
- Spears, L.C. (2010). On character and servant-leadership: Ten characteristics of effective, caring leaders. *The Journal of Virtues & Leadership*, 1(1), 25-30.
- Spears, L.C. (2011). The spirit of servant-leadership. In: Ferch, S. R. & Spears, L. C. (eds.) *The spirit of servant leadership* (pp. 7-20). New York: Paulist Press.
- Spillane, J.P. (2005). Distributed leadership. In *The Educational Forum*, 69(2), 143-150). London: Taylor & Francis Group.
- Spillane, J. (2006). *Distributed leadership*. San Francisco, CA: Jossey-Bass.
- Stefkovich, J. & Begley, P.T. (2007). Ethical School Leadership Defining the Best Interests of Students. *Educational Management Administration & Leadership*, 35(2), 205-224.
- Steneck, N.H. (2004). *Introduction to the responsible conduct of research*. Washington, DC: U.S. Government Printing Office.
- Stephenson, F. (2001). *Extraordinary teachers: The Essence of Excellent Teaching*. Kansas City: Andrews McMeel Publishing.
- Steyn, J.C. (2000). Quality education and equality in education: A dilemma for democratic South Africa?. *South African journal of education*, 20(1), 46-49.
- Stewart, T. (2006). Teacher-researcher collaboration or teachers' research? *TESOL Quarterly*, 40, 421-430.
- Strike, K. A., & Posner, G. J. (1992). A revisionist theory of conceptual change. *Philosophy of science, cognitive psychology, and educational theory and practice*, (pp.147-176). Albany, NY: SUNY.
- Stringer, E. T. (2013). *Action research*. Thousand Oaks, CA: Sage.
- Stroh, E. (2002). *Don't be afraid to delegate*. *Politeia*, 21(2): 6-79.
- Stone, A.G., Russell, R.F. & Patterson, K. (2004). Transformational versus servant leadership: A difference in leader focus. *Leadership & Organization Development Journal*, 25(4), 349-361.

- Stupak, R., & Stupak, K. (2005). Finding organizational reality in paradise: A team of two. *Public Administration Quarterly*, 29(3), 481-492.
- Sunday Star*, Feb 18, 1990 as cited in Seekings: (1996;106). Macleod, S. (1991) "The lost generation". *Time*, 18 Feb. South African Institute of Race Relations, SAIRR, Fast Facts, 1998, No2, p.1).
- Suárez-Barraza, M.F. & Sandoval-Arzaga, F.S. (2011). High Tacit Knowledge Deployment Model: How managers can design and potentiate tacit knowledge use within and across team processes. *Journal of Business Administration*, 1(1),12-21.
- Suslu, S. (2006). *Teacher motivation*. Available from: <<http://iteslj.org/articles/suslu-teacher motivation.html>>. [Accessed on 17 April 2010].
- Suzman, H. (1993). In *No uncertain terms: A South African memoir*. New York: Alfred A. Knopf.
- Svensson, T., Müssener, U. & Alexanderson, K. (2006). Pride, empowerment, and return to work: on the significance of promoting positive social emotions among sickness absentees. *Work: A Journal of Prevention, Assessment and Rehabilitation*, 27(1), 57-65.
- Swales, J.M. & Feak, C.B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.
- Tagger, B. (2005). *An enquiry into the extraction of tacit knowledge*. Available from:<<http://www.cs.ucl.ac.uk/staff/B.Tagger/FinalIMR.pdf>>. [Accessed on 3 February 2010]
- Taylor, T., Martin, B.N., Hutchinson, S. & Jinks, M. (2007). Examination of leadership practices of principals identified as servant leaders. *International Journal of Leadership in Education: Theory and Practice*. 10(4), 401-419.
- Taylor-Powell, E. & Steele, S. (1996) *Collecting Educational Data: Direct Observation. Program Development and Education (G-3658-4)*. Madison: University of Wisconsin-Extension Cooperative Extension.

- Teacher, (The)*, 2008. President Kgalema Motlanthe's keynote address at the National Department of Education's ninth edition of the National Teaching Awards (NTA). Pretoria.
- Terblanche, O (Ed.) 2004. *Uitenhage 200 (1804-2004) – The Garden Town*. Port-Elizabeth: Harry's Printers.
- Terre Blanche, M & Durrheim, K. 1999. *Research in Practice*. Cape Town: UCT Press.
- Terre Blanche, M. & Kelly, K. (2002). Interpretive methods. In M. Terre Blanche & K. Durrheim (Eds.), *Research in Practice: Applied methods for the social sciences*, (pp. 123-146). Cape Town: UCT Press.
- Tewksbury, R. (2009). Qualitative versus Quantitative Methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice. *Journal of Theoretical and Philosophical Criminology*, 1(1), 38-58.
- Tihanyi, K.Z & Du Toit, S.F. 2005. Reconciliation through integration? An examination of South Africa's reconciliation process in racially integrating high schools. *Conflict Resolution Quarterly*, 23(1), 25-41.
- Tracy, J.L. & Robins, R.W. (2007). Emerging insights into the nature and function of pride. *Current Directions in Psychological Science*, 16(3), 147-150.
- Tracy, J.L. & Robins, R.W. (2008). The nonverbal expression of pride: evidence for cross-cultural recognition. *Journal of personality and social psychology*, 94(3), 516-530.
- Thompson, K.N. (2010). *Servant-leadership: an effective model for project management* (Doctoral dissertation, Capella University).
- Thwala, D.W. (2004). The contribution of planning towards development. *Planning and Development Update*. 10(1): 18-18.
- Trompenaars, F. & Voerman, E. 2010. *Servant-leadership across cultures*. New York, NY: McGraw-Hill.
- Tulloch, S. (1993). *The Oxford Dictionary of New Words: A Popular Guide to Words in the News* (Oxford Reference). Oxford: Oxford University Press.

- Tyler, T.R. & DeGoey, P. (1996). Trust in organizational authorities. *Trust in organizations: Frontiers of theory and research*, (pp331-56). Thousand Oaks, CA: Sage.
- Vadi, I. (1995). *The Congress of the People and the Freedom Charter Campaign*. New-Delhi: Sterling Publishers Private Limited.
- Vallerand, R.J. & Houliort, N. (2003). Passion at work: Toward a new conceptualization. In D. Skarlicki, S. Gilliland, & D. Steiner (Eds.), *Social issues in management* (pp. 175–204). Greenwich, CT: Information Age.
- Vangen, S. & Huxham, C. (2003). Enacting leadership for collaborative advantage: Dilemmas of ideology and pragmatism in the activities of partnership managers. *British Journal of Management*, 14(s1), S61-S76.
- Van Engen, M. L., Van Der Leeden, R. & Willemsen, T.M. (2001). Gender, context, and leadership styles: A field study. *Journal of Occupational and Organizational Psychology*, 74, 581–598.
- Van Rooyen, M. & Prinsloo, F. (2003). *Outcomes-Based Assessment Facilitated. A comprehensive Handbook for South Africans*. Cape Town: Cambridge University.
- Van Wyk, N. & Lemmer, E. (2008). *Organising parent involvement in SA schools*. Cape Town: Juta and Company Ltd.
- Vogeley, K., May, M., Ritzl, A., Falkai, P., Zilles, K. & Fink, G. (2004). Neural correlates of first-person perspective as one constituent of human self- consciousness. *Cognitive Neuroscience, Journal of*, 16(5), 817-827.
- UNESCO, (2009). *Trends in Global Higher Education: Tracking an Academic Revolution: Executive Summary: a Report Prepared for the UNESCO 2009 World Conference on Higher Education*. UNESCO, 2009.
- United Nations Report. (1963). *Community development and national development*. New York: Department of Economic and Social Affairs.
- Walker, J. (2003). A new call to stewardship and servant leadership. *Nonprofit World*, 21(4), 25-25.

- Walker, M. (1995). Context, Critique and Change: doing action research in South Africa. *Educational Action Research*, 3(1), 9-27.
- Walker, S.E. (2003). Active learning strategies to promote critical thinking. *Journal of Athletic Training*, 38(3), 263-276.
- Wallace, R.A. & Wolf A. (1999). *Contemporary Sociological Theory: Expanding the Classical Tradition*, fourth edition. Upper Saddle River, N. J.: Prentice Hall.
- Warrick, D.D. (2011). The Urgent Need for Skilled Transformational Leaders: Integrating Transformational Leadership and Organization Development. *Journal of Leadership, Accountability and Ethics*, 8(5), 11-26.
- Wasley, P.A. (1991) *Teachers Who Lead: the rhetoric of reform and the realities of practice*, New York: Teachers College Press.
- Waters-Adams, S. (2006). The relationship between understanding of the nature of science and practice: The influence of teachers' beliefs about education, teaching and learning. *International Journal of Science Education*, 28(8), 919-944.
- Watson, D. & Clark, L. A. (1997). Extraversion and its positive emotional core. In R. Hogan, J.A. Johnson, & S.R. Briggs (Eds.), *Handbook of personality psychology* (pp. 767–793). San Diego, CA: Academic Press.
- Weber, R. (2004). The Rhetoric of Positivism Versus Interpretivism: A Personal View. *MIS Quarterly*, 28(1). iii-xii.
- Weindling, D. & Earley, P. (1987). *Secondary headship: The first years*. Windsor: Nfer-Nelson.
- Welmond, M. (2002). Globalization viewed from the periphery: The dynamics of teacher identity in the Republic of Benin. *Comparative education review*, 46(1), 37-65.
- West-Burnham, J. (2001), Interpersonal leadership, *NCSL Leading Edge Seminar*, Nottingham, National College for School Leadership. Available from: <<http://www.ncsl.org.uk/mediastore/jwb-interpersonal-leadership.pdf>>. [Accessed on 3 September 2010].

- Whetstone, J.T. (2001). How virtue fits within business ethics. *Journal of Business Ethics*, 33(2), 101-114.
- Whitehead, J. (1989). Creating a living educational theory from questions of the kind, 'How do I improve my practice?'. *Cambridge Journal of Education*, 19(1), 41-52.
- Whitehead, J. (1999). *How do I improve my practice? Creating a discipline of education through educational enquiry*. PhD thesis, Bath, University of Bath. Available form: <<http://people.bath.ac.uk/edsajw/jack.shtml>>. [Accessed on 3 July 2009].
- Whitehead, J. (2000). How do I improve my practice? Creating and legitimating an epistemology of practice. *Reflective Practice*, 1(1), 91-104.
- Whitehead, J. (2004) What Counts As Evidence In The Self-Studies Of Teacher Education Practices?' in J. J. Loughran, M. L. Hamilton, V. K. LaBoskey and T. Russell (eds) *International Handbook of Self-Study of Teaching and Teacher Education Practices*. Dordrecht: Kluwer Academic Publishers.
- Whitehead, J. (2005). Living Inclusional Values in Educational Standards of Practice and Judgement. *Ontario Action Researcher*, 8(2), 1.
- Whitehead, J. & McNiff, J. (2006). *Action research: Living theory*. London: Sage.
- Whitehead, J. (2008). Using a living theory methodology in improving practice and generating educational knowledge in living theories. *Educational Journal of Living Theories*, 1(1), 103-126.
- Wieder, A. (2001). They Can't Take Our Souls: Teachers' League of South Africa Reflections of Apartheid. *Race, Ethnicity and Education*, 4(2), 145-166.
- Wilkinson, S. (2004). Focus groups: A feminist method. In S.N. Hesse-Biber & M.L. Yaiser (eds.), *Feminist perspectives on social research* (pp. 271–295). New York: Oxford University Press.
- Wilkinson, B. & Kleiner, B. H. (1993). New developments in improving learning in organizations. *Industrial and Commercial Training*, 25(10). 17-21.
- Williams, B. (2010). *Truth and truthfulness: An essay in genealogy*. Princeton University Press.

- Williams, L.A. & DeSteno, D. (2009). Pride Adaptive Social Emotion or Seventh Sin?. *Psychological Science*, 20(3), 284-288.
- Winter, R. (1989). *Learning from Experience: Principles and Practice in Action Research*. Lewes: The Falmer Press.
- Winston, B.E. (2003). Extending Patterson's servant leadership model: Explaining how leaders and followers interact in a circular model. *Unpublished manuscript presented at Servant Leadership Research Roundtable, Regent University, Virginia Beach, VA*.
- Winter, R. (1998). 'Managers, spectators and citizens: where does 'theory' come from in action research?', *Educational Action Research*, 6(3), 361-76.
- Winter, R. (2002). Truth or fiction: Problems of validity and authenticity in narratives of action research. *Educational Action Research*, 10(1), 143-154.
- Wood, G. (1998). *Trade Union recognition: cornerstone of the new South African Employment Relations*. Johannesburg: Thomson International Publishing.
- Wood, L.A., Morar, T. & Mostert, L. (2007). From rhetoric to reality: The role of living theory action research in transforming education. *Education as Change*, 11(2), 67-80.
- Woods, P.A. (2004), 'Democratic leadership: Drawing distinctions with distributed leadership', *International Journal of Leadership in Education*, 7(1), 3-26
- Wong, P.T.P., & Davey, D. (2007, July). Best practices in servant leadership. Paper presented at the Servant Leadership Research Roundtable, Regent University, Virginia Beach, VA.
- Yang, J. & Mossholder, K.W. (2010). Examining the effects of trust in leaders: A bases-and-foci approach. *The Leadership Quarterly*, 21(1), 50-63.
- Yoder-Wise, P.S. (Ed.). (2013). *Leading and Managing in Nursing-Revised Reprint (5th Ed.)*. St. Louis, MO: Elsevier Health Sciences.
- Young, M. (2008). *Software testing and analysis: process, principles, and techniques*. New York: John Wiley & Sons.

- Yukl, G.A. (1994). *Leadership in organizations*. Englewood Cliffs, NJ: Prentice-Hall.
- Yukl, G.A. (2002). *Leadership in organizations*. Upper Saddle Creek, N.J: Prentice-Hall.
- Yukl, G.A. (2006). *Leadership in Organizations* (6th ed.). Upper Saddle River, NJ: Prentice-Hall.
- Zaleznik, A. (1989). *The managerial mystique. Restoring leadership in business*. New York: Harper and Row. Really work.
- Zeichner, K. (2007). Accumulating knowledge across self-studies in teacher education. *Journal of Teacher Education*, 58(1), 36-46.
- Zhang, X. & Bartol, K.M. (2010). Linking empowering leadership and employee creativity: The influence of psychological empowerment, intrinsic motivation, and creative process engagement. *Academy of Management Journal*, 53(1), 107-128.
- Zuber-Skerritt, O. (1992) *Professional Development in Higher Education. A Theoretical Framework for Action Research*. London: Kogan Page.
- Zuber-Skerritt O. 2009. *Action learning and action research*. London: Sense Publishers.
- Zuber-Skerritt, O. (2011). *Action leadership: Towards a participatory paradigm*. Dordrecht: The Netherlands: Springer.
- Zuber-Skerritt, O. (Ed.). (2012). *Action research for sustainable development in a turbulent world*. Bingley: Emerald.

APPENDIX A

Questionnaire of pre-prepared questions for semi-structured interviews

1. What did happen?
2. What was different?
3. How can it be changed (for the better)?
4. What should I do next?
5. Is this study contributing to the development of the school? Why or why not?
6. Did I influence your actions and learning? If so, in what way?
7. Would you like to continue being part of this research. Why or why not?

APPENDIX B

Example of Interview – 20 May 2010

- Me: Welcome and thank you all for coming...
- Well, as you all know by now, I am working on a project to write something about how I can contribute to transforming my school through my leadership ... and what you are going to tell me will certainly help.
- First question: I sense a lot of friction and resistance between the SMT and the teachers as well as between myself and the teachers. If you would have been on the SMT or in my shoes as an SMT member of the Deputy what would you have done differently?
- Ms. T. The most important thing is to co-operate with sub-ordinates not to run the school as if someone is running his own house. There are school policies that need to be followed.
- Me. Can you elaborate on that idea?
- Ms. T. Listen to other people's constructive ideas, if you feel it's not worth it criticize constructively. Everyone should be given a chance to demonstrate his/her abilities and talents ... All in all SMT needs to encourage team work.
- Me. What would you suggest the SMT do to be more attentive to teachers ideas and how can team work amongst teachers be encouraged?
- Ms. P. I should say, ask all the teachers to sit together in the staffroom, make a suggestion box, ask all of them to write down their views about the condition of the school and sit down with the SMT, look at the views to try what can best suit the school, and then plan for the school using some of the views from the teachers.
- Ms. L. For the staff I would implement a weekly teambuilding programme to strengthen relationships amongst colleagues. I would also focus on rebuilding a sense of trust towards the SMT.
- Me Ms. L., what do you mean by rebuilding a sense of trust towards the SMT?
- Ms. L. The SMT is not always reliable ... the SMT lacks consistency.
- Mr. Q. One of the bad qualities of Mr. Johannes he does not delegate duties.
- Me. Mr. Q. why do you think Mr. Johannes finds it difficult to delegate?

Mr. Q. I don't know ... I guess he is the kind of person that likes to take charge of tasks and as a result he finds difficulty with delegating some of his tasks.

Me. And ...

Mr. Q. When I asked you about this, you said you want to trust the person's ability and capacity before delegating tasks.

Me. Why do you think this is bad? Would you explain that further?

Mr. Q. What? ... he's approach?

Me. Yeah ...

Mr. Q. Well the reason I observed this to be a negative characteristic is because it took you longer to complete a task or you spend odd hours at work in order to complete that task.

Me. Is there anything else?

Mr. Q. No.

Me. Do you all agree with statement that the SMT lacks consistency?

Ms. T. Yes there's a lot of inconsistency and favouritism.

Me. Would you like to give me an example?

Ms. T. Well there's a lot to say and I become sad whenever I think of the way I am being treated at times.

Interview interrupted ...

APPENDIX C



Province of the
EASTERN CAPE
EDUCATION

STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES:
Steve Vukile Tshwete Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)43 702 7428 • Fax: +27 (0)43 702 7427/38 • Website: www.ecdce.gov.za

Enquiries: Dr Heckroodt

Email: bernetia@iafrica.com

08 January 2012

Mr Arnold Johannes

46 Unie Street

Windsorpark

Despatch

6220

Dear Mr Johannes

PERMISSION TO UNDERTAKE A DOCTORATE THESIS: MY LIVING THEORY OF EDUCATIONAL LEADERSHIP PRACTICE "HOW CAN I IMPROVE MY PRACTICE THROUGH EDUCATIONAL LEADERSHIP SO AS TO EXERCISE EDUCATIONAL INFLUENCE"

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research at Limekhaya High School under the jurisdiction of Uitenhage District in the Eastern Cape Department of Basic Education (ECDBE) is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Basic Education (ECDBE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;



- e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretariat Services;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Director – Strategic Planning Policy Research and Secretariat Services;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
 - j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretariat Services upon completion of your research.
 - k. you comply to all the requirements as completed in the Terms and Conditions to conduct Research in the ECDBE document duly completed by you;
 - l. you comply with your ethical undertaking (commitment form);
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDBE.
 4. The Department will publish the completed research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Director, Dr. Annetia Heckroodt on 043 702 7428 or mobile number 083 275 0715 and email: annetia.heckroodt@edu.ecprov.gov.za should you need any assistance.


DR AS HECKROODT

DIRECTOR: STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES



APPENDIX D

Appendix 4.6



Limekhaya High School
Province of the Eastern Cape
DEPARTMENT OF EDUCATION
UITENHAGE DISTRICT

Maduna Road, Langa Location, Uitenhage, 6229 * P.O. Box 1516, Uitenhage, 6230 * REPUBLIC OF SOUTH AFRICA
Tel: +27(041) 9881610. Fax: 085448759 E Mail : limekhaya@aerosat.co.za/ limekheyahigh@gmail.com * Enquiry: LE Faltein

11 February 2010

A.M. Johannes
46 Unie Street
Windsorpark
DESPATCH
6220

RE: PERMISSION TO DO RESEARCH AT LIMEKHAYA HIGH SCHOOL

Your letter dated 30 January 2010 is hereby acknowledged.

I, Lamile Faltein, principal of the above-mentioned school hereby grant permission to Mr. A.M. Johannes to do his research based on the following conditions:

- (i) the findings of the research be made available to the above-mentioned school;
- (ii) the research project involves no financial implication for the school;
- (iii) the research may not be conducted during official contact time, as educators' programmes should not be interrupted, except in exceptional cases and with the approval of the school principal;
- (iv) not to remove files/records/documents from the school should information contained in these files/records/documents be needed; to obtain such information under the supervision of a person assigned by the principal only and to select only information applicable to the research project.
- (v) respondents must not be identifiable in any way from the results of the investigations.

Yours in Education

A handwritten signature in black ink, appearing to be 'L.E. Faltein'.

L.E. Faltein (Principal)

LIMEKHAYA HIGH SCHOOL
P.O. BOX 1516

2010-02-11

UITENHAGE, 6230
PRINCIPAL: A handwritten signature in black ink, appearing to be 'L.E. Faltein'.

APPENDIX E



D\496\05 : APPLICATION FORM: ETHICS APPROVAL (HUMAN)

Doc. 5

**APPLICATION FOR HUMAN RESEARCH
NMMU RESEARCH ETHICS COMMITTEE (HUMAN)**

TO BE FILLED IN BY A REPRESENTATIVE FROM THE FACULTY RTI COMMITTEE:					
Application reference code:	H HUMAN	09 YEAR	Ed FACULTY	EPs DEPARTMENT	005 NUMBER
Resolution of FRTI Committee:	<input checked="" type="checkbox"/> Ethics approval given <input type="checkbox"/> Referred to REC-H (if referred to REC-H, electronic copy of application documents to be emailed to Kirsten.Lange@nmmu.ac.za)				
Resolution date:	1/6/09				
Faculty RTI representative signature:	P. Webb				

1. GENERAL PARTICULARS	
TITLE OF STUDY	
a) Concise descriptive title of study (must contain key words that best describe the study): My living theory of Educational Leadership Practice	
PRIMARY RESPONSIBLE PERSON (PRP)	
b) Name of PRP (must be member of permanent staff. Usually the supervisor in the case of students): Prof. MAJ Olivier Faculty of Education, Building 06, First Floor	
c) Contact number/s of PRP: 041-5042822	
d) Affiliation of PRP: Faculty Education ; Department (or equivalent): Educational Psychology	
PRINCIPLE INVESTIGATORS AND CO-WORKERS	
e) Name and affiliation of principal investigator (PI) / researcher (may be same as PRP): Arnold Marius Johannes Gender: Male	
f) Name(s) and affiliation(s) of all co workers (e.g. co-investigator/assistant researchers/supervisor/co-supervisor/promoter/co-promoter). If names are not yet known, state the affiliations of the groups they will be drawn from, e.g. Interns/M-students, etc. and the number of persons involved: Prof. Tilla Olivier (supervisor) & Prof. Jean McNiff (co-supervisor), Colleagues in my department (participants)	
STUDY DETAILS	
g) Scope of study: Local	h) If for degree purposes: Doctoral
i) Funding : No specific funding Additional information (e.g. source of funds or how combined funding is split)	
j) Are there any restrictions or conditions attached to publication and/or presentation of the study results? NO If YES, elaborate: <i>[Any restrictions or conditions contained in contracts must be made available]</i>	

APPENDIX F (taken from <http://www.outofservice.com/bigfive/>)

Directions: The following statements concern your perception about yourself in a variety of situations. Your task is to indicate the strength of your agreement with each statement, utilizing a scale in which 1 denotes:

- 1. **Strongly disagree**
- 2. **Disagree**
- 3. **Neither disagree nor agree**
- 4. **Agree**
- 5. **Strongly agree**

There are no "right" or "wrong" answers, so select the number that most closely reflects you on each statement. Take your time and consider each statement carefully.

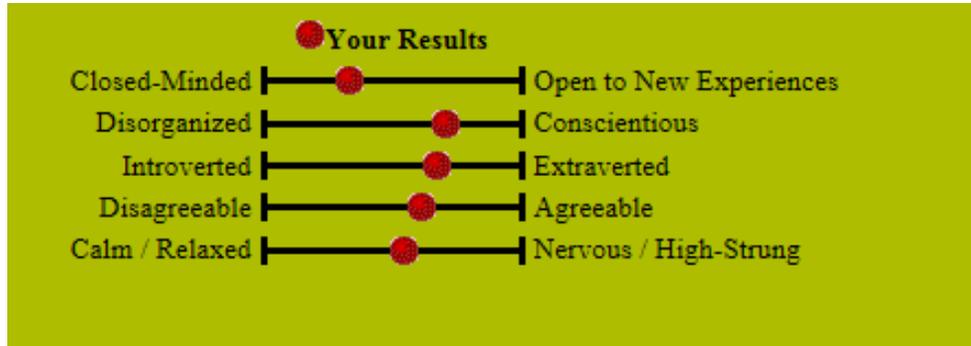
I see myself as someone who...

1. ...Is talkative	Strongly Disagree	1	2	3	4	5	Strongly Agree
2. ...Tends to find fault with others	Strongly Disagree	1	2	3	4	5	Strongly Agree
3. ...Does a thorough job	Strongly Disagree	1	2	3	4	5	Strongly Agree
4. ...Is depressed, blue	Strongly Disagree	1	2	3	4	5	Strongly Agree
5. ...Is original, comes up with new ideas	Strongly Disagree	1	2	3	4	5	Strongly Agree
6. ...Is reserved	Strongly Disagree	1	2	3	4	5	Strongly Agree
7. ...Is helpful and unselfish with others	Strongly Disagree	1	2	3	4	5	Strongly Agree
8. ...Can be somewhat careless	Strongly Disagree	1	2	3	4	5	Strongly Agree
9. ...Is relaxed, handles stress well	Strongly Disagree	1	2	3	4	5	Strongly Agree
10. ...Is curious about many different things	Strongly Disagree	1	2	3	4	5	Strongly Agree
11. ...Is full of energy	Strongly Disagree	1	2	3	4	5	Strongly Agree
12. ...Starts quarrels with others	Strongly Disagree	1	2	3	4	5	Strongly Agree
13. ...Is a reliable worker	Strongly Disagree	1	2	3	4	5	Strongly Agree
14. ...Can be tense	Strongly Disagree	1	2	3	4	5	Strongly Agree
15. ...Is ingenious, a deep thinker	Strongly Disagree	1	2	3	4	5	Strongly Agree
16. ...Generates a lot of enthusiasm	Strongly Disagree	1	2	3	4	5	Strongly Agree
17. ...Has a forgiving nature	Strongly Disagree	1	2	3	4	5	Strongly Agree
18. ...Tends to be disorganized	Strongly Disagree	1	2	3	4	5	Strongly Agree
19. ...Worries a lot	Strongly Disagree	1	2	3	4	5	Strongly Agree
20. ...Has an active imagination	Strongly Disagree	1	2	3	4	5	Strongly Agree

21. ...Tends to be quiet	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
22. ...Is generally trusting	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
23. ...Tends to be lazy	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
24. ...Is emotionally stable, not easily upset	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
25. ...Is inventive	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
26. ...Has an assertive personality	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
27. ...Can be cold and aloof	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
28. ...Perseveres until the task is finished	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
29. ...Can be moody	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
30. ...Values artistic, aesthetic experiences	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
31. ...Is sometimes shy, inhibited	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
32. ...Is considerate and kind to almost everyone	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
33. ...Does things efficiently	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
34. ...Remains calm in tense situations	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
35. ...Prefers work that is routine	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
36. ...Is outgoing, sociable	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
37. ...Is sometimes rude to others	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
38. ...Makes plans and follows through with them	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
39. ...Gets nervous easily	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
40. ...Likes to reflect, play with ideas	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
41. ...Has few artistic interests	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
42. ...Likes to cooperate with others	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
43. ...Is easily distracted	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
44. ...Is sophisticated in art, music, or literature	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree
45. ...Is politically liberal	Strongly Disagree	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	Strongly Agree

APPENDIX G

Example (Participant 1)



Openness to Experience/Intellect

High scorers tend to be original, creative, curious, complex; Low scorers tend to be conventional, down to earth, narrow interests, uncreative.

You are somewhat conventional.

(Your percentile: 30)

Conscientiousness

High scorers tend to be reliable, well-organized, self-disciplined, careful; Low scorers tend to be disorganized, undependable, negligent.

You are well-organized, and are reliable.

(Your percentile: 74)

Extraversion

High scorers tend to be sociable, friendly, fun loving, talkative; Low scorers tend to be introverted, reserved, inhibited, quiet.

You are relatively social and enjoy the company of others.

(Your percentile: 70)

Agreeableness

High scorers tend to be good natured, sympathetic, forgiving, courteous; Low scorers tend to be critical, rude, harsh, callous.

You tend to consider the feelings of others.

(Your percentile: 63)

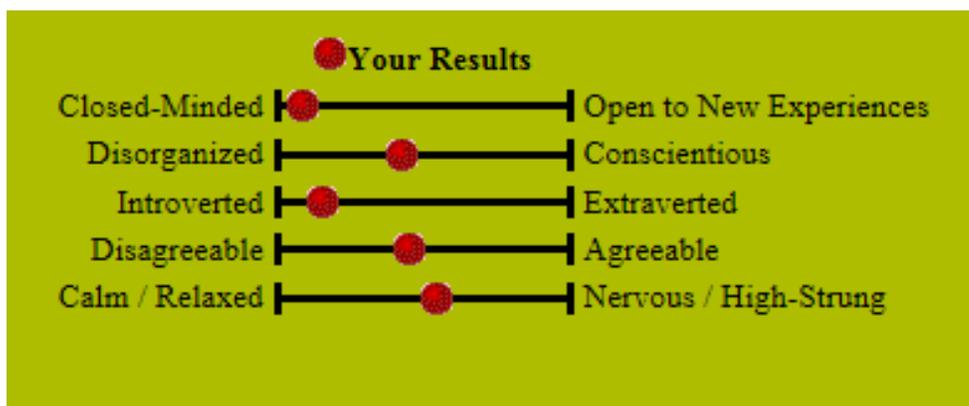
Neuroticism

High scorers tend to be nervous, high-strung, insecure, worrying; Low scorers tend to be calm, relaxed, secure, hardy.

You aren't particularly nervous, nor calm.

(Your percentile: 55)

Example (Participant 2)



Openness to Experience/Intellect

High scorers tend to be original, creative, curious, complex; Low scorers tend to be conventional, down to earth, narrow interests, uncreative.

You prefer traditional and familiar experiences. (Your percentile: 1)

Conscientiousness

High scorers tend to be reliable, well-organized, self-disciplined, careful; Low scorers tend to be disorganized, undependable, negligent.

You are neither organized or disorganized. (Your percentile: 41)

Extraversion

High scorers tend to be sociable, friendly, fun loving, talkative; Low scorers tend to be introverted, reserved, inhibited, quiet.

You probably enjoy spending quiet time alone. (Your percentile: 9)

Agreeableness

High scorers tend to be good natured, sympathetic, forgiving, courteous; Low scorers tend to be critical, rude, harsh, callous.

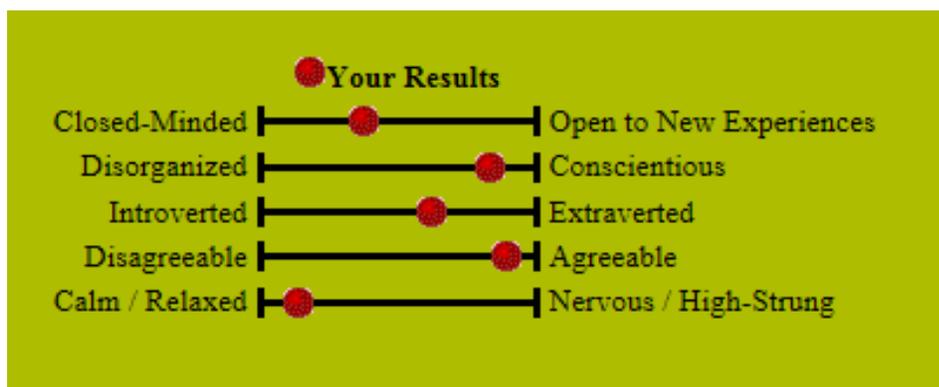
You are neither extremely forgiving nor irritable. (Your percentile: 44)

Neuroticism

High scorers tend to be nervous, high-strung, insecure, worrying; Low scorers tend to be calm, relaxed, secure, hardy.

You aren't particularly nervous, nor calm. (Your percentile: 55)

Example (Participant 3)



Openness to Experience/Intellect

High scorers tend to be original, creative, curious, complex; Low scorers tend to be conventional, down to earth, narrow interests, uncreative.

You are somewhat conventional.

(Your percentile: 35)

Conscientiousness

High scorers tend to be reliable, well-organized, self-disciplined, careful; Low scorers tend to be disorganized, undependable, negligent.

You are very well-organized, and can be relied upon.

(Your percentile: 89)

Extraversion

High scorers tend to be sociable, friendly, fun loving, talkative; Low scorers tend to be introverted, reserved, inhibited, quiet.

You are relatively social and enjoy the company of others.

(Your percentile: 64)

Agreeableness

High scorers tend to be good natured, sympathetic, forgiving, courteous; Low scorers tend to be critical, rude, harsh, callous.

You are good-natured, courteous, and supportive.

(Your percentile: 96)

Neuroticism

High scorers tend to be nervous, high-strung, insecure, worrying; Low scorers tend to be calm, relaxed, secure, hardy.

You probably remain calm, even in tense situations.

(Your percentile: 7)

APPENDIX H

46 Unie Street

Windsorpark

DESPATCH

6220

03 April 2009

Dear Participant

I am currently enrolled for the degree Doctoral Educationis in the Faculty of Education. I am undertaking an enquiry in action research with the proposed title of thesis: **My living theory of Educational Leadership Practice** and research question: “How can I improve my practice through Educational Leadership so as to exercise educational influence?”

Part of the data collection process involves recording contact sessions using a video camera, audio tape and or still photo camera. To monitor how my practice (as Head of the Department) is influencing your practice (as an educator), I will request that you keep a reflective journal where you will record instances you have learnt something new.

The purpose of the letter is to ask you to be a participant in my research study. I also request your permission to use selected video clips, photos and data about yourself in your reflective journal as part of my evidence. I will give priority to your interest at all times.

I will subject to the following:

- Your identity will be protected at all times unless you give me specific permission to name you.

- You are free at any time to withdraw from the research, whereupon I will destroy all data relating to you.
- I will consult with you before I make all data, relating to you, public
- I will make a copy of my research report available to you, prior to its publication

If you agree to this, please sign the permission slip below. If you do not agree, please indicate and your material will not be used.

Thanking you for your co-operation.

.....

Yours in Education

A.M.Johannes

.....

As a potential research participant I acknowledge that:

- My right, dignity and well-being as a research participant will be protected, respected and promoted at all times before, during and after the research study.
- Informed consent must be given by me, in writing, for access to any personal records, etc.
- I am free to withdraw from the research at any time

I, (please print name) hereby give you permission to use my material in your research.

Signed:..... Date:Place:.....