

THE ENACTMENT OF TEACHER
LEADERSHIP:
A CASE STUDY IN THE EENHANA
SCHOOL CIRCUIT, NAMIBIA

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DECLARATION

I, SAIMA NDESHEETELWA HASHIKUTUVA, declare that the work presented in this dissertation is my own work and has not been submitted previously for any degree at any other institution. Quotes and references have been duly acknowledged.

Signed: -----

I declare that this dissertation has been submitted with/without my approval

Signed: Supervisor -----

Pietermaritzburg

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ABSTRACT

Since independence in Namibia in 1990, schools have been required to transform themselves from hierarchical organisations with autocratic leadership to more democratic forms of leadership which allow greater participation in leadership by teachers. This shift assumes that effective leadership and management of schools can secure and sustain school improvement. Against this backdrop, the purpose of my study was to explore the enactment of teacher leadership in three public schools in the Eenhana circuit of the Ohangwena region in Namibia and to examine the factors that enhance or inhibit this enactment.

My study, located in the Namibian schooling system, was a replication of a multi-case study project conducted in South Africa during 2008-2009 by 11 Master of Education students at the University of KwaZulu-Natal. My study was conducted within a qualitative interpretive paradigm and I adopted a case study of three Namibian schools with three teacher leaders per school as the unit of analysis. As in the original study, the instruments that I used to collect the data included a survey questionnaire, focus group interviews, individual interviews, self-reflective journals, observations and document analysis. All the educators, including the three teacher leaders at each of the three schools completed questionnaires following which the three teacher leaders at each school were interviewed using a semi-structured focus group interview method. The teacher leaders also provided information through journal writing. In addition, these teacher leaders were observed and I examined the school documents, such as minutes of meetings, to find out how they engaged in leadership roles in their institutions. Semi-structured individual interviews were also conducted with the principal and the secretary of each of the three selected schools to acquire contextual information about the schools. The Statistical Package of Social Sciences was used to analyse the quantitative data while qualitative data were analysed using thematic content analysis and, in particular, a model of teacher leadership (Grant, 2008).

The findings of my study indicated that, although teacher leadership was a new concept to the majority of educators who took part in my study, teacher leadership was enacted at all the three schools. Teacher leadership was enacted differently at each of the three schools depending on the

culture and structure of each school. At School A, teacher leadership was enacted *successfully* across the first three zones of the model within a dispersed distributed framing. At School B, teacher leadership was *restricted* to the first two zones, in the classroom and with other teachers and learners with little leadership distribution. At Schools C, teacher leadership was evident across all four zones of the model and classified as *emergent* with a dispersed distributed leadership framing. Barriers that prevented the development of teacher leadership in these schools were experienced as time, hierarchical structure, an autocratic principal and the exclusion of teachers in chairing of meetings. Factors that enhanced teacher leadership included collaborative and collegial cultures, teamwork, good communication, shared vision, collaborative decision-making, teachers-led initiatives and the involvement of learners in leadership roles. The dissertation concludes with recommendations for further research and practice in relation to the concepts of teacher leadership and distributed leadership in Namibia.

LIST OF ABBREVIATIONS

ACE – Advanced Certificate in Education

ADE – Advanced Diploma in Education

BETD – Basic Education Teacher Diploma

DA – Document Analysis

ETSIP – Education and Training Sector Improvement Programme

FET – Further Education and Training

FGI – Focus Group Interview

HIGCSE – Higher International General Certificate of Secondary Education

HOD – Head of Department

IGCSE – International General Certificate of Secondary Education

II – Individual Interview

IOE – Inspector of Education

JE – Journal Entries

MOE – Ministry of Education

NNES – Namibia National Education System

NSPI – National Standard and Performance Indicator

OFN – Observation Field Notes

OVC – Orphans and Vulnerable Children

P – Principal

R – Roles

RDE – Regional Director of Education

SB – School Board

SMT – School Management Team

SMTQ – School Management Team Questionnaire

SPSS – Statistical Package of Social Sciences

SS – School Secretary

SWAPO – South West Africa People Organisation

TL – Teacher Leader

TQ – Teacher Questionnaire

Z – Zones

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study aims to explore the enactment of teacher leadership and it examines the factors that enhance or hinder this enactment in three public schools in the Eenhana circuit in Namibia. I believe that teacher leadership can change schools and that there is a possibility that it can improve learners' academic achievements. With this in mind, this chapter provides the background and rationale for the study and gives a brief view of the methodology and methods used, as well as the theory that frames the study.

Effective leadership can be accepted as a “central component to secure and sustain school improvement” (Muijs and Harris, 2003, p. 437). Working from this premise, effective leaders “exercise a powerful influence indirectly on a school’s capacity to improve the achievement of students” (Muijs and Harris, 2003, p. 437). It stands to reason then that effective schools use “professional leadership which is firm and purposeful with a participative approach, share the vision and goals, and monitor pupils’ progress and that of the school” (Coleman, 2003, p.119). These schools which are effective are known as ‘learning organisations’ and they are characterised by “school-based staff development, parental involvement and they concentrate on teaching and learning with the maximum of learning time and focus on achievement” (Coleman, 2003, p. 119). These two concepts of effectiveness and improvement can assist principals to transform their schools effectively and in so doing, improve the quality of education in Namibia.

The creation of a supportive culture for leadership opportunities for everyone in schools can encourage teachers to engage in leadership roles. Teachers harbour leadership skills and their leadership capabilities can improve schools (Barth, 1988). I agree with Barth (1988) who argues that “everyone deserves an opportunity for leadership” (p. 40). Bush (2003) emphasises the need for schools to work collegially. This is vital because collegial theories “assume that organisations determine policy and make decisions through a process of discussion that leads to consensus” (p.

52). These theories, Bush (2003) argues, are “synonymous with democracy, participation, empowerment, collaboration and teachers and all stakeholders are involved in management” (p. 54).

It is crucial, therefore, that principals of schools distribute leadership roles between and among teachers to empower and encourage them to lead. This will “directly impact on building a learning organisation and a sound culture of teaching and learning” (Mitchell, 2001, p. 5). When leadership is distributed among and between staff members, teacher leadership is exercised.

Against this brief introduction, the following section provides a background to the study.

1.2 BACKGROUND TO THE STUDY

1.2.1 Namibia during the colonial era

Namibia is “situated in the south-western part of Africa with an area of 824 268 km² and 2.1 million population, according to the 2001 National Housing Census” (Ministry of Education (MOE), 2008, p. 2). Three countries forming the borders of Namibia are Angola in the north, South Africa in the south and Botswana in the east. The Atlantic Ocean forms the western border of Namibia (MOE, 2008). The capital city of Namibia is Windhoek. Namibia has many different languages spoken by the inhabitants. Amongst these languages English was declared as the official language after independence in April 1990.

Before independence in Namibia, South Africa “allied with the Germans and took over South West Africa [which is now called Namibia] in 1915” (Education Encyclopedia-State University, 2010, p. 1). This means that Namibia was colonised firstly by German colonial rule from 1884 to 1915 and then by South African colonial rule from 1915 to 1989 (Angula and Lewis, 1997). Two schools were built “between 1921 and 1940 and these schools were [situated] in the central region” (Angula and Lewis, 1997, p. 234) of Namibia. The Bantu Education Act of 1953 was introduced in Namibia, an extension from South African legislation, which was aimed to “assure a cheap Black labour force in homelands [and] organised and administered by the ethnic

authorities” (Angula and Lewis, 1997, p. 234). Bantu Education was “designed to enable black workers to understand and implement instructions and orders from their colonial masters” (Nyambe and Griffiths, 1999, p. 1).

A few teacher training centres were established in Namibia by the 1970s by the apartheid regime, through the collaboration with the missionaries (Nyambe and Griffiths, 1999). Black teachers were trained in these centres and “they were not only enforced to use the Afrikaans language but the entry requirement was as low as Standard 2 (Grade 4)” (Nyambe and Griffiths, 1999, p. 1). This means that teacher education for black Namibians was “fragmented, poorly co-ordinated and of undesirable standards” (Nyambe and Griffiths, 1999, p. 1). Many teachers who taught at black schools in Namibia during apartheid, especially in the northern country, were white soldiers who taught “with a pistol on [their] hips and a machine gun in the corner of the classroom” (Ndilula, 1988 cited in Nyambe and Griffiths, 1999, p. 2). In addition, white and coloured teachers “were trained on full government bursary at teacher training institutions in South Africa” (Nyambe and Griffiths, 1999, p. 1). Prior to 1979, “high education in Namibia was only available to students who were able to go to South Africa or other countries abroad” (Education Encyclopedia-State University, 2010, p. 1).

During the period of apartheid, schools were controlled by men using hierarchical and autocratic styles of leadership and management and who occupied high positions in the Department of Education. Nyambe and Griffiths (1999) supported this view by stating that:

hierarchical and authoritarian management structures in certain institutions have also tended to create and perpetuate dependency as those staff members occupying lower levels in the hierarchy have always depended on initiatives and decisions to come from the top. Independent thinking, critical decision making and bottom-up initiatives have been stifled by the top-down hierarchical structures. In such hierarchical systems, top management has come up with staff development programs, yet because of their undemocratic nature and the lack of involvement of the grassroots the masses have not felt ownership of such programs (Nyambe and Griffiths, 1999, p. 5).

As a consequence, this history of oppression under apartheid has “left the populace militarized and bureaucratized” (Angula and Lewis, 1997, p. 235).

1.2.2 Namibia as a democratic country

Namibia attained independence from South Africa on the 21st of April 1990. After the first democratic elections in November 1989, the “South West African People’s Organization (SWAPO) took control of the government and its leadership goals to reverse the pervasive effects and practices of the previous state-sponsored racial apartheid and minority rule imposed upon Namibia by South Africa” (Meyer, 2002, p. 113). After independence, a “new teaching and learning paradigm had to be developed that would dismantle the previous regime’s policy of segregation and inequality of access and that would reflect the new government’s priorities of equity, access, quality, and democracy in education” (Education Encyclopedia-State University, 2010, p. 1). In the post-apartheid era there has been great change and progress in making education free and accessible for all (Ilukena, 2007). With it came a move towards making schools more democratic, collaborative and self-governing (Ilukena, 2007). Most of the existing hierarchical management systems, processes and structures in educational institutions are now considered behind the times and inappropriate in Namibia’s educational system. The Ministry of Education has revisited and refocused the vision and direction of the Namibia National Education System (NNES) (Ilukena, 2007). Since independence in 1990, there were several reform processes adopted by the Ministry of Education that split the education system into two phases, the Ministry of Basic Education and the Ministry of Higher Education (Ilukena, 2007). Since 2006, Namibia’s education system has been brought under one umbrella body, the Ministry of Education (MOE).

Reforms undergone in the Namibian Education system since independence include the development of the “broad curriculum that guides Basic Education in Namibia, together with the new learner-centered teaching methods [*Education in Transition: Nurturing our Future*, 1990], semi-automatic promotion [*Promotion Policy*, 1996] and continuous assessment [*Assessment and Examination Policy*, 1994]” (MOE, 2004, p. 15). The ‘International General Certificate of Secondary Education’ (IGCSE) and the ‘Higher International General Certificate of Secondary Education’ (HIGCSE) were introduced in 1994 while the introduction of a semi-external

examination at the end of Grade 7 was implemented in 2000, just to mention a few (MOE, 2004). Some of Namibia's educational policies such as *the Education Act no. 16 of 2001*, *National gender policy*, *HIV and AIDS policy*, and *Towards Education For All: A Development Brief For Education, Culture and Training*, to guide in the process of rendering educational services to the nation were also developed and implemented (MOE, 2002).

Namibian policies such as the *Education Act no. 16 of 2001*, the *Education and Training Sector Improvement Programme (ETSIP) (2005)*, *Towards Education For All: A Development Brief for Education, Culture and Training*, and *Education for All : National Plan of Action (2002-2015)* state that leadership in schools must be distributed between and among all the staff in the institution. This also includes the decision making process which must be done at all levels in order to solve the problems that affect the achievements of goals and objectives of the school (MOE, 2002). A process of decentralisation has also been embarked on to give regional and local authorities and the people at grassroots level decision making powers in matters that concern them, which are important to be extended to school community levels (MOE, 2002). The improvement of school management is also being done "through the establishment of School Boards (SB) and the continuous in-service training of school principal" (MOE, 2004, p. 15).

In 1995 the MOE introduced a structure which allowed more democratic participation in education. The structure is made up of

the regional education forum, composed of representatives of school boards, one representative from every constituency or inspection circuit, representative of community leaders, representative of church bodies, representative of workers (trade unions), representative of teacher unions and representative of student organisations. In addition to this body there are school boards, composed of equal representation from the parent committees and teaching staff, school management committees, teacher unions, student organisations and parents all having an active role in educational matters (MOE, no year, p. 16).

Although much was done at a policy level to improve the quality of education in Namibia, the poor results of grade twelve learners led the MOE on to develop a new reform strategy, the

ETSIP. The vision of the MOE by launching this 15 year (2005-2020) strategy is for schools to offer “quality education that reflects the latest information, communication and technological innovations” (Ilukena, 2007, p. 1). The main aim of Namibia’s education in the post-colonial era has been “to transform and change educational norms in order to achieve the goals that were expressed during the struggle for liberation and in the new democratic context, and to improve the management and delivery of education” (Ilukena, 2007, p. 5). Therefore, this study is motivated by this crucial need to explore whether this new approach, which is about more inclusive leadership and management, has been enacted in Namibian schools.

For teacher leadership to take place in an institution, the principal should create a conducive climate within the institution to ensure that all stakeholders can engage in leadership roles. During a recent meeting with all the principals in the Khomas region (Namibia), the Regional Director of Education (RDE) in Namibia reminded all the principals that “everything in a school rises and falls on the leadership of its principal” (New era, 22.01.2010). He further stated that “it is the principal’s leadership in schools that must provide direction and involve a process of influence with intention. Your leadership must be value-based and vision-driven” (New era, 22.01.2010). The Minister of Education in Namibia also noticed a lack of leadership at some schools during his visit (New era, 27. 07. 2010). Therefore, principals are encouraged to engage teachers in leadership roles in the whole school for the benefit of their schools and for the benefit of teachers themselves. This can be done by “recognizing and rewarding the effort of those teachers [who are engaging themselves in leadership activities] to invest their time and energy in acting as leaders of the school reform efforts” (Katzenmeyer and Moller, 2001, p. 14).

1.3 RATIONALE FOR THE STUDY

Research indicates that one of the reasons for failure to deliver sustainable improvements in schools is caused by the lack of adopting inclusive leadership approaches such as teacher leadership (Harris and Muijs, 2005). Teacher leadership, understood from this perspective, is essentially one of “increased accountability and restructuring as a route to school improvement” (Harris and Muijs, 2005, p. 2). I have been a Head of Department (HOD) for ten years at three different schools in Namibia, and I have also had three years experience as a principal, teaching

from Grades 1-7. I have experienced some formal school managers using top-down, hierarchical management and autocratic leadership styles in Namibia. My assumption based on my experience and reading, is that schools will not be effective if they are led and managed by one person from the apex of the hierarchy. In contrast, I believe that leadership roles need to be distributed among the stakeholders in the institution for the improvement of school performance. I view teacher leadership as one approach that enhances co-operation and collaboration with all the stakeholders in the institution, and promotes collaborative networks of schools and, more especially, supports “school partnerships in the form of a ‘tight’ or ‘loosely’ coupled federation” (Harris and Muijs, 2005, p. 2). Thus, teacher leadership can lead to schools securing higher achievements and improving their learning outcomes.

Against this backdrop, the main focus of this study is to explore the enactment of teacher leadership in three schools in Namibia, especially in the northern part of the country, in the Eenhana circuit, Ohangwena region. This region is the poorest region in Namibia when it comes to human resources, educational facilities and other services like water, means of communication and electricity, but it is one of the regions that produces good results for Grades 10 and 12 in the country. By selecting this region, it is not only that it is the second largest populated and poorest region in the country, but some schools are still organised hierarchically and continue to use traditional leadership styles. In contrast, teacher leadership is underpinned by a more democratic approach and it involves itself with improvement of the learning and teaching process, both in the classroom and beyond. Therefore, the main objective of the study is to investigate how teacher leadership is enacted in three Namibian schools, and to examine the factors that enhance or inhibit this enactment.

The other reason for my interest in the enactment of teacher leadership in Namibia is that although some Namibian studies have researched the effectiveness of leadership and management in Namibia, none of these studies have investigated teacher leadership specifically. Lipinge (2004) explored the role of leadership and management in the schooling of at-risk learners at one primary school in Namibia. Her findings indicate that there was a co-existence of apparently conflicting management and leadership approaches in managing and leading the school. The principal controlled the school strictly to make teachers work hard. Alexander

(2005) investigated how instructional leaders at the Windhoek College of Education in Namibia make sense of their roles. He found out that there was a narrow view of instructional leadership at the college. Some factors contributing to this narrowness included delegation, guidance and monitoring or supervision. Uirab (2006) researched the cluster system model for effective management of schools in Namibia's Erongo Educational Region. His findings indicate that clustering enhanced the quality of education in that region through sharing of resources, exchange of ideas among teachers, and closer co-operation between schools. Tjivikua (2007) investigated what a successful rural school does to keep afloat in a turbulent environment where others around them collapsed. He found out that the principal of that school was a balanced leader who focused on both task completion and consideration of people. He was a transformational and instructional leader who believed that teaching and learning were the central activities of the school.

Based on these studies, it is evident that teacher leadership is an under researched area of study in Namibia. With the help of the South African research and international literature, my study was therefore designed to explore this under-researched topic. After reading a range of literature on teacher leadership research in the South African context, I became interested, particularly, in the multi-case study project on the enactment of teacher leadership in seven schools and one Further Education and Training (FET) College in KwaZulu-Natal, South Africa. Having read this research, I decided to replicate the study in the Namibian context. The next section of this chapter present my research questions as well as the research design and methodology, borrowed from the South African study.

1.4 RESEARCH QUESTIONS

I replicated a South African study in the Namibian context. It was relevant to the Namibian context because it is an unexplored sub-field of research. While the original study involved eight institutions, I conducted my study in three public schools to investigate the enactment of teacher leadership in those schools. The key research questions of my study were borrowed from the multi-case study done in South Africa in 2009.

The questions below guided the study:

1. How is teacher leadership enacted in three public schools in Namibia?
2. What factors enhance or inhibit this enactment?

1.5 METHODOLOGY

The quality of research “stands by the appropriateness of methodology and instrumentation [as well as] the suitability of the sampling strategy that has been adopted” (Cohen, Manion and Morrison, 2007, p. 100). Like the original study, my study was designed as a case study and based on a sample of three public schools to investigate how teachers were involved and participated in leadership activities. Like the original study, the primary participants were three teacher leaders in each of the three schools while the secondary participants were the principals, school secretaries and all the teachers at the selected schools.

This research falls within the interpretive paradigm and is qualitative in nature. I used this paradigm which provides relevant information to the researcher about “the subjective reasons and meanings that lie behind the social action” (Rajagopaul, 2007, p. 31). The interpretive approach “provides a description of human lives and it actually reveals the cultures, beliefs, meanings and values that people follow in their daily lives” (Ntuzela, 2008, p. 39). I investigated how teacher leadership was enacted at three different schools in the Eenhana circuit of Ohangwena region. I chose a case study methodology because “it provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presented them with abstract theories or principles” (Cohen, Manion and Morrison, 2007, p. 253). The case study gave in-depth information of how teacher leadership was enacted in three different schools. Unlike the original study that was designed for a six month period, my research was designed for the duration of two months. As the original study, the data collection process included quantitative and qualitative methods. I employed different types of data collection methods to acquire coherent and trustworthy information that assisted me to answer

the research questions. My study fits in well with the interpretative approach to research because “it is a more natural form of interacting with people than making them fill out a questionnaire” (Kelly, 2007, p. 297).

In the initial phase of the study, all the educators (teachers, heads of departments and principals) at the selected schools completed questionnaires. I chose a closed-question approach with the idea that they “prescribe the range of responses from which the responded may choose; enable comparisons to be made across groups in the sample; and [they] are quick to complete and straightforward to code” (Cohen *et al*, 2007, p. 321). After that the primary participants, the three teacher leaders at each school, were interviewed and a self-reflective journal writing process was started. Interviews were also used because they “allow for greater depth than is the case with other methods of data collection” (Cohen *et al*, 2007, p. 352). The semi-structured, face-to-face interview method was adopted. Like the original study, the interview process included a focus group interview with the teacher leaders at each school, to make sure that they knew what I was expecting from them at the beginning of the study. The individual interview with principals and school secretaries of each school was conducted to obtain general background of each school. Interviews were tape-recorded and transcribed before they were analyzed.

The fourth method of data collection I used was observation. Observation takes place while “things are actually happening, and gets you even closer to the action” (Kelly, 2007, p. 307). I used descriptive observation that helped me to “describe in detail everything that [I] witnessed, usually in sequence” (Kelly, 2007, p. 310). Observation helped me also “to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews) and to access personal knowledge” (Cohen *et al*, 2007, p. 396). I spent two weeks at each school to observe the participation of the three teacher leaders in leadership activities and was guided by the observation schedules (school observation schedule (Appendix 6) and teacher leaders observation schedule (Appendix 7)). The observation was both formal and informal. I spent three days per week observing formally, and the other two days were for informal observations. In line with the original study, document analysis was used as a secondary data collection method and I used it to support the main data collection methods, the interview and observation.

1.6 THEORETICAL FRAMEWORK

The South African and international literature helped me to define the concept of teacher leadership. Among those definitions I chose Katzenmeyer and Moller's (2001) definition. Katzenmeyer and Moller (2001) define teacher leadership as "teachers who lead within and beyond the classroom identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice" (2001, p. 17). In attempting to locate teacher leadership, however, as Grant (2010) suggests that, teacher leadership is one manifestation of a distributed leadership framing. It is a term which is closely related to distributed leadership. Teacher leadership is "centrally concerned with forms of empowerment and agency which are also at the core of distributed leadership theory" (Muijs and Harris, 2003, p. 439). Muijs and Harris, (2003) further assert that distributive leadership theory is "helpful because it provide greater conceptual clarity around the terrain of teacher leadership" (p. 440). It is therefore a useful framework for this study because it focuses upon the interactions rather than the actions of those in formal and informal leadership roles (Spillane, 2006).

Several researchers understand that the model of distributed leadership moves away from the principals and other formal leaders, to all leaders and followers at the school and the focus is on their interactions (Muijs and Harris, 2003; Coleman, 2005; Harris and Spillane, 2008; Pillay, 2008). Similarly, Angelle (2010) is of the view that "distributed leadership moves beyond the single charismatic leader who transforms an organization, to the idea that leadership is 'stretched over' many individuals in the organization, where the tasks of leadership are performed through the interaction of multiple individual leaders" (pp. 2-3). Gunter (2005) offers useful characterisations that help in the understanding of distributive leadership in schools. These characterisations include authorized distributed leadership, dispersed distributed leadership and democratic distributed leadership and these will be adopted in my study.

I agree with Grant (2005) who argues that "one person can no longer be expected to lead and manage a school effectively" (p. 46). For the school to be effective "the authority to lead needs to be dispersed within the school between and among people" (Harris and Muijs, 2003, p. 437). This is similar to Harris and Spillane (2008) who argue that "the model of the singular, heroic leader is at last being replaced with leadership that is focused upon teams rather than individuals

and places a greater emphasis upon teacher, support staff and students as leaders” (p. 31). I believe that the sharing of leadership roles among all the stakeholders in the institution assist in schools becoming learning organisations

My study will be framed by distributed leadership theory, which will be discussed in detail in Chapter Two, within the framework of collaboration, collegiality and participation. The characterisations that were offered by Gunter (2005) will also be dealt with in detail in the next chapter. The distribution of leadership roles to educators encourages them to lead and promote teacher leadership that allows all teachers to lead through the creation of collaborative culture by using their talents and skills.

1.7 CHAPTER SUMMARIES

This first chapter presents the overview of the thesis. This chapter introduces the study and provides the background and rationale to the study. The study was introduced by giving a brief background of the country where the study was conducted. This was followed by the presentation of the education system in Namibia before and after independence. The research design, methodology and research questions that guided my study were also introduced. The last part discussed distributed leadership as a framework of my study.

Chapter Two review the South African and international literature on the concepts of distributed leadership and teacher leadership. The chapter begins with the discussion of the broader terms leadership and management as the foundation of distributed leadership. This is followed by the discussion of the definitions of distributed leadership and the characterisations of distributed leadership that were offered by Gunter (2005). The last part of Chapter Two presents the definitions of teacher leadership, roles of teacher leadership, enhancing factors as well as the inhibiting factors to teacher leadership.

In Chapter Three, I firstly present the contexts of the schools where the research was conducted. Secondly, the research design, methodology and methods I used to gather the data are discussed

in detail. Thirdly, I discuss how the quantitative and qualitative data that were collected were analysed. Fourthly, I reflect on the trustworthiness of the study in which triangulation plays a role. Lastly, I look at the ethical considerations as well as the limitations of the study.

Chapter Four present the findings which emerged from the data that was collected. The data is presented by using the participants' quotes from the data which enable me to find out how teacher leadership was enacted at each school, whether it was *successful*, *emergent* or *restricted* (Harris and Muijs, 2005). Inhibiting factors as well as enhancing factors to teacher leadership in each school are also discussed in this chapter.

The last chapter, Chapter Five, makes a comparison of the enactment of teacher leadership across the three schools. This is followed by the comparison between the original study conducted in South Africa and my study conducted in Namibia. The last part of this chapter suggests few recommendations for further research on the concept of teacher leadership and distributed leadership and proposes recommendations for teacher leadership practice in Namibian schools.

The next chapter reviews the literature on the concepts teacher leadership and distributed leadership.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter reviews some of the South African and international literature on the concept of teacher leadership. The aim is to arrive at an understanding of how teacher leadership is enacted in schools, and to view the factors that enhance or inhibit this enactment according to the literature. This chapter also represents distributed leadership as the theoretical framework for the study. In this chapter, I begin with a discussion and definition of the broader terms leadership and management as the foundations underpinning the concept of teacher leadership. I then move on to discuss distributed leadership theory which forms the theoretical framework of my study and, from which, the concept of teacher leadership emerges. Thereafter, the various definitions of teacher leadership, the roles of teacher leadership and the factors that enhance teacher leadership are also discussed. Factors that inhibit teacher leadership from being enacted are also presented in this chapter.

The next section discusses the concepts of educational leadership and management as the foundational concepts on which the concept of teacher leadership is built.

2.2 EDUCATIONAL LEADERSHIP AND MANAGEMENT

Effective education cannot be realised without good leadership and management. Leadership and management are crucial in order for schools to operate effectively. As in the United Kingdom (UK), educational leadership and management in Namibia “are often used interchangeably in everyday speech [and] in practice it is often the same people who are both leading and managing [schools]” (Coleman (2005, p. 7). McCrimmon (2007) states that leadership and management are two different things, and serve two different purposes. He further stresses that “leadership promotes new directions while management executes existing directions as efficiently as

possible” (McCrimmon, 2007, p. 2). Similarly, Bush (2008) differentiates educational leadership from management. He sees management as “policy formulation and, where appropriate, organisational transformation” (Bush, 2008, p. 1). For him leadership is concerned “with change and management as maintenance activity” (Bush, 2008, p. 4). In contrast, Bush (2007b) views leadership as “influencing others’ actions, in achieving desirable ends [while] management maintaining efficiently and effectively current organisational arrangements” (p. 392). Leadership and management work is carried out to enable educators to perform their functional work. Leadership and management occur at all levels of the education system, in the classroom, on the soccer field, in the subject meeting and in other places (Van Deventer, 2003). Thus leadership and management are not restricted to one position or person, but include all the school’s role players, regardless of their position.

2.2.1 Defining leadership

Leadership is defined variously as the ability to influence people, a function that a person does, a set of skills and any other skill that can be learned to strengthen and enhance effectiveness. Davidoff and Lazarus (1999) understand leadership as an ‘art’. It involves being visionary, committed and proactive, seeing the big picture, using one’s imagination, developing emotional intelligence and being perceptive as to how institutions are led (Pillay, 2008). In contrast, Bush (2008) defines leadership as “influence” (p.3), the ability to influence others to work together voluntarily. Leadership is “about moving forward and having a sense of direction to ensure that the school is progressing and is active in its pursuits of its educational goals” (Davidoff and Lazarus, 1999, p. 66). Harris and Muijs’ (2005) definition of leadership in education is similar to Davidoff and Lazarus’s (1999) definition. They view leadership as “providing vision, direction and support towards a different preferred state – suggesting change” (Harris and Muijs, 2005, p. 15). Meanwhile, Spillane (2006) defines leadership as “the interaction between two or more members of a group than often involves a structuring or restructuring of the situation and the perceptions of the members” (p. 10). I, therefore, define educational leadership as the ability to influence others by supporting them, guiding them, inspiring them and directing them and work together as a team in order to change the school for the improvement of the schools’ performance.

I believe that the role of a successful and effective education leader is to activate, direct, guide, mentor, educate, assist and support all the staff concerned so that they focus on a shared vision, strategy and set of intended aims (Van Deventer, 2003). Senge (1990) states that:

leaders are those people who walk ahead, who are genuinely committed to deep change in themselves and in their organizations. They lead through developing new skills, capabilities and understandings and they come from many places within the organization (p. 10).

It was noted that leadership can be identified “with one person, a principal, but it is exercised by others at different levels of the organization” (Coleman, 2005, p. 7) in response to various situations and is not necessarily tied to a post level, position or formal organisational role. This point is crucial because the focus of my study is on the role of the teacher as leader in a school setting. The key words regarding leadership include vision, progress, teamwork and delegation.

2.2.2 Defining management

Management is the process of managing people or things. In the educational field, Van der Westhuizen (1991) defines management as “a specific type of work which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation, so as to allow formative education to take place” (p. 55). Similarly, Bush (2008) defines management as “an executive function for carrying out agreed policy” (p. 1). For Davidoff and Lazarus (1999), management is about “holding the school, establishing certainty, confidence and security, and allowing for rest and reflection, and making sure that the school, as a whole, is functioning effectively and achieving its vision” (p. 66).

The key words that may be highlighted here are planning, organizing, actuating and controlling an organization’s operations (Gous, 2006). Thus, the management of teaching and learning consists of management tasks to develop conducive circumstances in the school, such as:

planning, which is used to develop planning schedules to integrate and co-ordinate activities; organizing, to bring order, removes conflicts, establishes an environment

for teamwork; monitoring, to monitor school activities to ensure that they are being accomplished as planned and of correcting any significant deviations; leading and guiding, to assist teachers in attaining their targets and goals and to provide the necessary direction and support (Gous, 2006, p. 1).

I agree with the Task Team Report on Education Management Development (1996) which states that the primary purpose of education management is “to constantly improve the quality of teaching and learning in schools and other educational institutions” (cited in Thurlow, 2003, p. 33). The report further stresses that “the principal purpose of education management development therefore is to improve the organizational performance of structures in the education system primarily that of schools – school effectiveness, school efficiency and school relevance” (Thurlow, 2003, p. 33). Therefore, management is about “doing things and working with people to make things happen. It is a process to which all contribute and in which everyone in an organization ought to be involved” (Department of Education, 1996, p.27). The Department of Education (2006) also stipulates that “management should not be seen as being the task of the few; it should be seen as an activity in which all members of educational organizations engage” (P. 4).

2.2.3 The relationship between leadership and management

Leadership and management are two different concepts which cannot be separated because, in a school setting, the educator has to use both management and leadership to lead and manage the school. This view is confirmed by Davidoff and Lazarus (1997) who stress that “it is important to note that [leadership and management] are closely associated functions which cannot be attended to separately” (cited in Thurlow, 2003, p. 27). In supporting this view, McCrimmon (2007) states that “separating leadership from management in terms of style is a dead end, simply because leadership can be shown by quiet or forceful arguments based on hard facts” (p. 1). He further argues that “an inspiring leader induces us to change direction while an inspiring manager motivates us to work harder to get a tough job done on time” (McCrimmon, 2007, p. 1). Therefore, I argue that principals should lead and manage their schools effectively by distributing leadership and management activities to all the staff members in the school.

Having discussed the meaning of the terms leadership and management, I am going to discuss distributed leadership as one of the many leadership theories which I found useful as a framework for my study. The following section is deals with distributed leadership theory that frames this study.

2.3 DISTRIBUTED LEADERSHIP

My study is framed by distributed leadership theory because it is a theory within which teacher leadership is located. I argue along with Grant (2005) that “one person can no longer be expected to lead and manage a school effectively” (p.46). Instead, for a school to be effective, “the authority to lead needs to be dispersed within the school between and among people” (Harris and Muijs, 2003, p. 437).

There are various understandings of distributed leadership. Gamage (2006) defines distributed leadership as

a form of collective agency incorporating the activities of many individuals in a school, who work towards mobilizing and guiding other teachers in the process of instructional change. It extends the boundaries of leadership significantly to increase the levels of teacher involvement to encompass a wide variety of input, skills and expertise (p. 113).

This is similar to Harris and Muijs (2005) who view distributed leadership as “multiple sources of guidance and direction, following the contours of expertise in an organization, made coherent through a common culture” (p. 31). Meanwhile, Southworth (2009) understands that distributed leadership is about

developing lots of learning-centered leaders, increasing the density of leadership so that everyone has access to facilitative leaders who can help them articulate and

analyze their professional experience, and act on it to improve the quality of teaching and learning (p. 108).

The view of James, Mann and Creasy (2007) on distributed leadership is that it “involves different assumptions about the role of leaders, the way leaders should use their authority, the way followers should relate to leaders and the way the leaders relate to each other and the outside world” (p. 81). Thus, it can be seen that distributed leadership is the way in which principals share leadership roles with all the teachers in the institution. Therefore, the distribution of leadership activities throughout the organization is vital for the achievement of the goals.

In a South African context, Grant (2005) views distributed leadership as leadership that involves the distribution of leadership across the organization rather than the restriction leadership to people in formal management positions. This means that distributed leadership is a process in which all the stakeholders are involved in leadership roles with the aim to bring change in the institution. It is thus “a form of collective leadership where all people in the organization can act as leaders at one time or another” (Grant, 2005, p. 44). In addition, distributed leadership is “a group of activity where influence is distributed throughout the organization and where leadership is seen as fluid and emergent rather than as a fixed phenomenon” (Grant, 2008, p. 87). This concept of distributed leadership “concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role” (Grant, 2005, p. 44). This means that distributed leadership increases leadership capacity and “extends the boundaries of leadership significantly because it is premised upon high levels of teacher involvement” (Grant, 2005, p. 45). It offers a platform for teacher leadership to develop.

This view is similar to Harris (2008) who asserts that the core idea of distributed leadership is that the leadership is not the preserve of an individual but is a fluid or emergent property. Similarly, Grant (2008) cites Bennet, Harvey, Wise and Woods (2003) who remind us that distributed leadership is “not something done by an individual to others, rather it is an emergent property of a group or network of individuals in which group members pool their expertise” (p. 87). This reflects the view that every person in the group participates in decision-making. It does not mean that people are forced to be leaders, but it “opens up the possibility for a more

democratic and collective form of leadership” (Muijs and Harris, 2003, p. 439). This is also what Gronn (2002) views on distributed leadership that it is as more of a “collective phenomenon where leadership is present in the flow of activities in which a set of organization members find themselves enmeshed” (p. 331).

In contrast, Gunter’s (2005) view of distributed leadership is to link leadership to teaching and learning. She views leadership as an inclusive approach that can help in building the capacity for teachers. This inclusive approach as well as its capacity building forms the central scope of distributed leadership theory. In addition, distributed leadership has a visioning strategy of improving working together as a team and to achieve better pupil outcomes at the end (Coleman, 2005). This view is supported by Mulford (2002) cited in Harris (2008) who stresses that “student outcomes are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of importance to them” (p. 180). Similarly, Robinson, Lloyd and Rowe (2008) concur and explain that “the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes” (p. 5). Therefore, the distribution of leadership roles amongst all the staff members can improve learners’ and the whole schools’ achievements.

I argue that distributed leadership focuses on the involvement of others with leadership expertise to join the leading team. The consequence of this is that distributed leadership gives teachers “the opportunity to lead and to take responsibility for the areas of change of most importance to the school” (Harris and Muijs, 2005, p. 14). This is similar to Bolden’s (2007) view of distributed leadership that “leadership is premised on trust, implies a mutual acceptance of one another’s leadership potential, requires formal leadership to let go of some of their control and authority, and favors consultation and consensus over command and control” (p.6).

The concept of distributed leadership emphasizes collectivism, empowerment, sharing of responsibilities and focusing on a common vision. When teachers are empowered, they “will have the authority and autonomy, with concomitant responsibility, for competent performance” (Gamage, 2006, p. 130). It requires those in formal management positions to decentralize power to others. This is the big challenge. It is not only a challenge to the organizational structure, but

the technicality of distributed leadership poses the major challenge of “how to distribute development responsibility and more importantly who distributes responsibility and authority” (Harris and Muijs, 2005, p. 34).

2.3.1 Distributed leadership as practice

Several researchers understand that the model of distributed leadership moves away from the principals and other formal leaders, to all leaders and followers at the school and the focus is on their interactions (Muijs and Harris, 2003; Coleman, 2005; Harris and Spillane, 2008; Pillay, 2008). Similarly, Angelle (2010) views distributed leadership as leadership “beyond the single charismatic leader who transforms an organization, to the idea that leadership is “stretched over” many individuals in the organization, where the tasks of leadership are performed through the interaction of multiple individual leaders” (p. 2). Spillane (2006) views an organization as “having multiple leaders” where the leadership roles “are widely shared within and between the members in the organization” (p. 3). He defines distributed leadership as “leadership practice which is the joint interaction of school leaders, followers and aspects of their situation such as tools and routines which may either take place through design or default” (p. 3). Therefore, distributive leadership is a useful framework for my study because it focuses upon the interactions rather than the actions of those in formal and informal leadership roles (Spillane, 2006). Grant (2006) indicates that distributed leadership includes leadership initiatives involving those performing formal and informal roles, and these will be discussed later on in the teacher leadership section of this chapter. Thus, distributed leadership is useful to my study because it emphasizes that both those who perform formal and informal leadership roles have the capacity to lead. However, in order to unpack the distribution of leadership more fully, I found Gunter’s (2005) characterisations of distributed leadership useful.

2.3.3 Characterisations of distributed leadership

Gunter (2005) contends that the distribution of authority and responsibility depends on power sources and interactions. She suggests that distributed leadership is currently, in research, characterized variously as authorized, dispersed and democratic (p. 51). For her distributed

leadership is ‘authorized’ when the principal distributes leadership roles to teachers in the form of a hierarchical system. This characterization is also termed delegated leadership. ‘Dispersed’ distributed leadership promotes the private interest of the individual in the form of collective actions. Gunter (2005) states that under the latter system, “the work goes on in organization without the formal working of a hierarchy” (p. 52). ‘Democratic’ distributed leadership opens the doors for teachers to take the initiative, while engaging with the goals and values of the organization (Gunter, 2005). These characterizations are useful to my study because they offer a framework for describing and explaining the various practices of leadership as they play out in my study.

I argue that leadership needs to be distributed according to the gifts and abilities of leadership that people have in order to improve their leadership skills and abilities. Our schools should adopt this new leadership paradigm to afford everyone the opportunity to play a leadership role at a given time. I agree with Harris (2008) who argues that “distribute leadership does not imply that the formal leadership structures within organizations are removed, but it assumes that there is a powerful relationship between vertical and lateral leadership processes” (p. 174).

In concluding this section, I believe that the sharing of leadership roles among all the stakeholders in the institution will promote schools to become learning organizations and, in so doing, develop teacher leadership. The development of teacher leadership will lead schools to be effective for the improvement of schools’ performance. When leadership activities are distributed amongst all the stakeholders in the institution, teacher leadership is exercised. The next section is dealt with teacher leadership.

2.4 TEACHER LEADERSHIP

Teacher leadership offers educators a chance to recognize other teachers’ abilities and leadership talents. It is the opportunity to share teaching authority by giving others responsibility and empowering them to participate in decision making. Teacher leadership is a new model in many school leadership systems, and it always focuses on the improvement of teaching and learning situations through its basic principles such as collaboration, distribution, empowerment and

participation. In the Namibian context, the concept of teacher leadership is still new, thus this literature review mainly depends on South African and international literature for its conceptions and definitions.

2.4.1 Definitions of teacher leadership

In its simplest form, teacher leadership is understood as “leadership exercised by teachers regardless of position or designation” (Grant and Singh, 2009 p. 290). Similarly, Gunter (2005) argues that teacher leadership flourishes well in schools where teachers are afforded the opportunity to take leadership activities in and beyond the confines of their classrooms. Thus, teacher leadership works from the premise that leadership and management of schools cannot be the exclusive task of the principal, but needs to be exercised by everyone within a school.

Grant (2008) defines teacher leadership as:

a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal and formal leadership roles both in the classroom and beyond. It includes teachers working collaboratively with all stakeholders towards a shared and dynamic vision of their school within a culture of fairness, inclusion, mutual respect and trust (p. 88).

Similar to Grant’s (2008) definition, Katzenmeyer and Moller (2001) define teacher leadership in the following way: “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 toward improved educational practice” (p. 5). This definition resonates with me because it offers a simple yet, useful, understanding of teacher leadership which is particularly helpful in a context such as Namibia where the concept of teacher leadership is fairly new. In line with Katzenmeyer and Moller (2001), I agree that schools should be encouraged to be professional learning communities where democratic and participatory decision-making exists and where teachers can thrive and make a difference through the leadership actions they take in such school contexts.

Teacher leadership is about empowerment, change and improvement. I believe that teacher leadership is an approach where the principal and the staff members create the opportunities to generate and reflect on ideas together, share perceptions, beliefs and new information together and develop ways of implementing change together. According to Harris and Muijs (2005), teacher leadership is “the ability to encourage colleagues to change, to do things they couldn’t ordinarily consider without the influence of the leader” (p. 23). Teacher leadership thus has the characteristics of collective leadership in which teachers develop knowledge and experience as a team by working collaboratively and collegially. Like Katzenmeyer and Moller (2001), I also would like to emphasize that “teachers can be leaders of change beyond their classrooms by accepting more responsibility for helping colleagues to achieve success for all of students and for the total school program” (p. 5). The concept of teacher leadership can involve teachers working for change in a school by changing classroom practice itself, by working together with other teachers on curriculum issues, by working at a whole school level to bring about change and finally by networking across schools (Grant, 2006). This view is confirmed by Morrissey (2000) cited in Ntuzela (2008) who indicates that in schools where teacher leadership is recognized and developed, chances of schools improvement and effectiveness are significantly enhanced.

Meanwhile, Harris and Muijs (2005) understand teacher leadership as:

a model of leadership in which teaching staff at various levels within the organization has the opportunity to lead. This model of leadership means creating the conditions in which people work together and learn together, where they construct and refine meaning, leading to a shared purpose or set of goals (p. 17).

Furthermore, Harris and Muijs (2005) stress that teacher leadership “provides vision, direction and support” (p. 15), for change and improvement. Thus, teacher leadership aims to bring about change and improvement in schools. I agree with Harris and Lambert (2003) who state that teacher leadership is way of promoting teachers to teacher leaders, and makes them expert teacher leaders “who spend the majority of their time in the classroom but take on leadership roles at times when development and innovation is needed” (p. 44).

Thus, as Bush and Middlewood (2005) argue, teacher leadership is power distributed and empowerment of those who are powerless. Bush and Middlewood (2005) further argue that:

Empowerment helps staff to develop confidence and to feel ownership of change. Where there are many leaders in an organization, there are multiple sources of innovation and greater potential for enhanced individual and team performance leading to school improvement (p. 28).

This notion of empowerment for school improvement echoes in the definition of teacher leadership by Crowther, Kaagan, Ferguson and Hann (2002) who define teacher leadership as “facilitating principled action to achieve whole school success. It applies the distinctive power of teaching to shape meaning for children, youth and adults. And it contributes to long term, enhanced quality of community life” (p.10).

Similarly, Gigante and Firestone (2008) define teacher leadership as “a behavior intended to positively influence school success through deliberate improvement of pedagogy” (p. 303). Said slightly differently, Ray (2009) views teacher leadership as “the process by which a teacher connects the self’s goal with the goals of education and intentionally works on four dimensions – individual development, team development, student development and organizational development” (p. 62). In contrast, Usdan, McCloud and Podmostko, (2001) argue that:

Teacher leadership is not about teacher power. Rather it is about mobilizing the still largely untapped attributes of teachers to strengthen student performance at ground level and working toward real collaboration, a locally tailored kind of shared leadership, in the daily life of the school (p. 4).

The above definitions provide meaningful understandings of teacher leadership with regard to the underlying principles of collaboration, distribution, empowerment and participation. Although teacher leadership is defined differently by different writers, what the definitions have in common is that these principles, when applied to the school situation in a well managed way, will improve learners’ and the school’s performance. Like Katzenmeyer and Moller (2001), I

define teacher leadership as teachers who lead in their classrooms and beyond and work collaboratively with other teachers for the improvement of the schools' outcomes.

Like Barth (1988), I believe and agree that “all teachers can lead” (p. 40). This is because, as Barth (2001) argues, “all teachers harbor leadership capabilities waiting to be unlocked and engaged for the good of the school” (p. 40). Teachers have knowledge and skills of leadership, but sometimes principals do not give them the chance to exercise their leadership abilities. Thus, as Ash and Persall (2000) suggest, “teachers are leaders and the principal is the leader of leaders” (p. 16). Therefore, principals are urged to unlock these capabilities for teachers to exercise leadership roles for the improvement of the school's performance. Teachers need to be “entrusted with new responsibility and accountability for change” (Lieberman and Miller, 2004, p.8). This can be done by distributing leadership roles and responsibilities to them. Now that we are clearer about how teacher leadership is conceptualised, we can ask ourselves where teacher leadership happens. In response to this question, Grant (2008) offers a useful model of teacher leadership which I have elected to use in my study.

2.4.2 Zones and roles of teacher leadership

The zones and roles model of teacher leadership (Grant, 2008) helps in an understanding of teacher leadership in terms of where teachers can lead and what they can do in these spaces. According to the model, Grant (2008) suggests that teacher leadership can be found in four zones. Zone one concerns the classroom itself; zone two refers to curricular and extra-curricular activities involving other teachers and learners beyond individual classrooms; zone three concerns the area of whole school development; while zone four deals with the relations and activities with neighboring schools in the community.

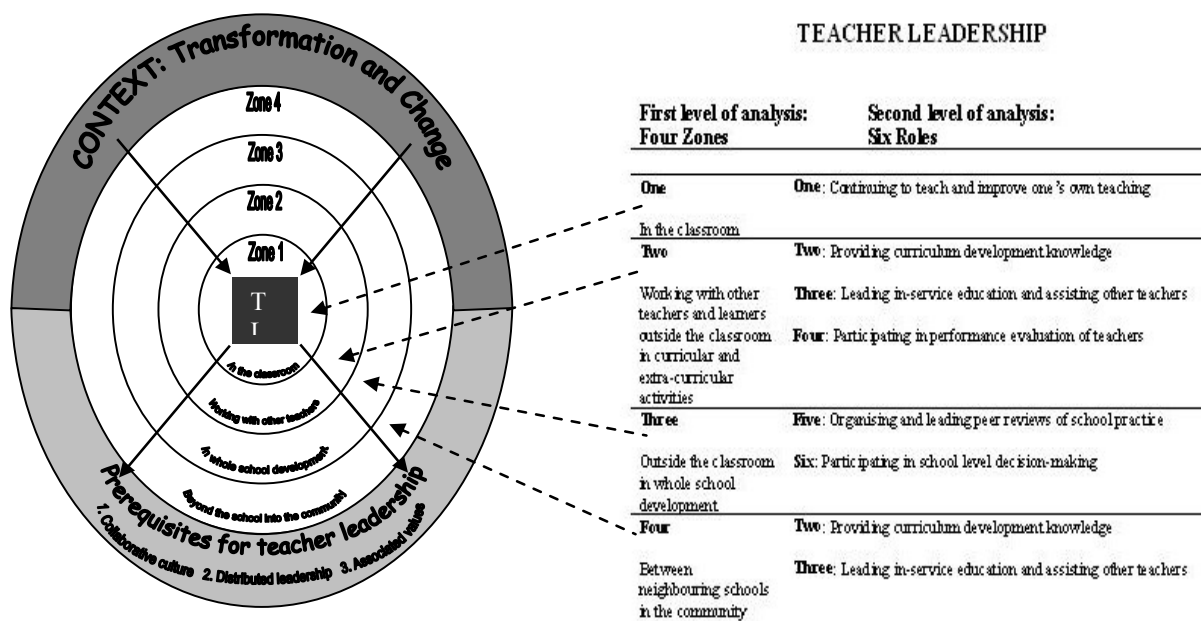


Figure 1: Zones and roles of teacher leadership (Grant, 2008)

In each of these zones, teacher leadership has a significant contribution to make. In relation to the zones of teacher leadership (Grant, 2008), and as mentioned in Chapter One, I became particularly interested in a multi-case study research project which examined the enactment of teacher leadership in South Africa. The findings of this multi-case study were interesting. In four schools and in the FET College, teacher leadership was enacted across the first two zones while in the remaining three schools, teacher leadership was enacted across all four zones (Grant, 2010b). Although the model was drawn up for the South African context, I believe it has applicability in other contexts such as Namibia in providing a visual depiction of how teacher leadership can operate in schools.

Having explored the zones in which teachers can lead, I now move on to present the roles that teachers can fulfill in the various zones, as captured in the literature. Grant (2006) expresses that leadership roles may include “leadership around the curriculum issues, assessment, teaching and learning, community and parents participation, school vision building, networking, the development of partnerships and so on” (p.514). According to Katzenmeyer and Moller (2001),

teacher leadership roles can be separated into three leadership functions: leadership of students or other teachers, leadership of operational tasks, and leadership through decision making or partnership. Meanwhile, Harris and Muijs (2005) identify teacher leadership in roles such as “curriculum developers, bid writers, leaders of a school improvement team, mentors of new or less experienced staff, and action researchers with a strong link to the classroom” (p. 24). I agree with Gigante and Firestone (2008) who state that a teacher leader can serve as a “coach or consultant to individual teachers, manage the curriculum or materials, mentor new teachers, coordinate professional development, facilitate action research, manage the distribution of materials needed for teaching and participate in decision-making” (p. 303). Like Lieberman and Miller (2004), I argue that through the process of teacher leadership teachers “should become leaders in curriculum instruction, school redesign and professional development” (p.8). The roles of teacher leadership identify teacher leaders according to the leadership activities they are doing. Thus it can be seen from the literature that teachers can take on a range of roles as they operate as leaders in schools.

It must be remembered that the core focus of teacher leadership remains the expert classroom teacher leader. Furthermore, Barth (2001) argues that “students learn when teachers lead” (p. 445). This can be done when teachers are “involved and influential in establishing discipline, selecting textbooks, designing curriculum, and even choosing their colleagues” (Barth, 2001, p. 445). According to Harris and Muijs (2005), teacher leadership activities include continuing to teach and improving individual teaching proficiency and skills; organizing and leading peer views of teaching practices; providing curriculum development knowledge; leading in-service training and staff development activities; participating in school-level decision making and engaging other teachers in collaborative action planning, reflection and research. This scope of teacher leadership emphasizes sound principles of teaching and learning which, I contend, need to be implemented in Namibia’s educational system.

2.4.3 The role of the principal in teacher leadership

Principals are best positioned to encourage teacher leadership in schools. This view is supported by Katzenmeyer and Moller (2001) who state that principals are “the primary models for teacher leaders in the school and may effectively model leadership strategies and skills that teacher

leaders can use” (p. 14). They further argue that “the school principal’s responsibility is to build the school as a workplace in which teachers have autonomy to make decisions about their work” (p. 14). This is crucial because teachers are encouraged and motivated to become leaders for the purpose of whole school development. Meanwhile, Troen and Boles (1994) are of the view that principals should be “instructional leaders [in order] to develop a community of leaders within their schools” (p. 41). Teacher leadership should be fostered when principals “give individual teachers responsibility of matters about which these teachers care deeply” (Barth, 1988, p. 41). Similarly, Frost and Durrant (2003) suggest that:

head teachers have to recognize and understand the potential for leadership in teachers and then develop their support for teacher leadership, by enabling the school to enter into and build partnerships with other agencies to provide appropriate support for teachers’ leadership of development work; and by creating the internal structures and conditions that are conducive to teacher leadership (p. 179).

Having acknowledged that the principal’s role is critical to the development of teacher leadership, I argue that if the principal adopt a transformative leadership style, there is great opportunity for schools change and transformation. Transformative leadership is essential for the transformation of schools from traditional top-down leadership styles to inclusive leadership styles that promote teacher leadership in schools. In line with this view the MOE in Namibia requires schools to transform themselves from hierarchical structures into learning organisations in which educators work collaboratively, sharing ideas and participating in decision making (ETSIP, 2005). Learning organisations are organisations where people are continually learning how to learn together (Bush and Middlewood, 1997; Fullan, 2003). Such organisations need to develop “a capacity development programme to ensure improvement in all aspects of institutional development, including leadership, strategy and planning, human resource management and development, partnership development, and change management” (ETSIP, 2005, p. 81). The participation of all staff members in leadership roles is vital to transform schools into learning organisations.

So what is meant by transformative leadership? Elias, O’Brien and Weissberg (2006) define transformative leadership as the leadership that is “willing to realign structures and relationships

to achieve genuine and sustainable change” (p. 11). They further argue that transformative leaders “recognize the roles of students, teachers, parents, and community stakeholders in making schools current and meaningful” (p. 13). Similarly, Johan (1999) views transformative leader as “a person who can guide, direct, and influence others to bring about a fundamental change, change not only of the external world, but also of internal processes” (p. 2). He further states that transformative leadership “emphasizes democratic participation by all members in the institution” (p. 2). Therefore, I argue that principals should use effective leadership styles, like transformative leadership, that lead their schools to high levels of achievements.

A good example of a leader using transformative leadership is President Barack Obama of America. President Obama “informs and transforms, and gave people the information and tools they needed to focus and direct their inspiration, and transformed that inspiration and information into action” (Taylor, 2009, p. 2). As transformative leaders, principals can unite their staff in the same way as President Obama did, by “creating a shared vision of what their staff wants to accomplish, give their staff the knowledge they need to do their jobs as individuals and collectively to the best of their ability, and provide them with the resources to turn their inspiration and information into action” (Taylor, 2009, p. 2). Principals are also urged to encourage teachers to become leaders. This can be done by “providing positive and limited constructive feedback, creating opportunities for teachers to lead, building professional learning communities and celebrating innovation and teacher expertise” (Harris and Lambert, 2003, p. 45). However, an important point to remember is that the way of transforming and improving schools “reside in cultural, rather than structural change and in the expansion, rather than the reduction of teacher ingenuity and innovation” (Harris and Muijs, 2005, p. 2).

The sense of cooperation and working together as a team, collaboratively, will help all teachers to reach a consensus of school ownership, then teaching and learning in schools can be improved. Teachers need to be free to practice their leadership abilities and be given chances to perform and achieve as teacher leaders. Thus, it can be seen that principals are critical to the development of teacher leadership in schools. If principals are actively engaged in supporting this type of leadership, then, teacher leadership is enhanced in this way.

The next part of this section presents the factors that enhance teacher leadership in schools.

2.4.4 Enhancing factors to teacher leadership

In this section the factors that enhance teacher leadership in schools are outlined. These enhancing factors include the establishment of collaborative cultures in schools and the transformation of schools into learning communities.

2.4.4.1 Collaborative cultures

Collaborative cultures in schools enhance distributed leadership which in turn promotes teacher leadership and improves educational processes. Collaboration is crucial in planning the broader curriculum for teaching and learning activities, to transform and improve educational systems. To reach that goal, teachers need to engage themselves in leadership activities to become “part of a community of learners and leaders” (Katzenmeyer and Moller, 2001, p. 6). Katzenmeyer and Moller (2001) further stress that “teacher leadership develops naturally among professionals who learn, share, and address problems together” (p. 6). The first step to this process of establishing collaborative leadership is when teacher leaders agree that they “are going to have shared decision-making” (Steyn, 2000, p. 269). According to Steyn (2000), as a team, teachers decide to decentralize the teaching and learning process, and build a planning team, together with trained facilitators, who can assist in providing a vision or a final broad target.

In agreement with this view, Khumalo (2008) understands collaborative leadership as being a form of decentralisation in which teachers exercise informal leadership in their schools by sharing their expertise, volunteering for new projects and bringing new ideas to the school. She also emphasises the importance of the decentralisation process, which is more consistent with the notion of democracy, in which people are engaging in decision-making and in the formulation of policies. I argue that decentralisation, collaboration, collegiality, distributive leadership and teacher leadership have the same goals, content and method in the context of education. The central aim of these teaching and learning techniques is to improve the school’s achievements and to bring about change in the school.

Similarly, Ntuzela (2008) is of the view that “a collaborative culture acknowledges the values of the individual in the school and, as a result, teachers in this culture are empowered personally

and collectively, and this improves their confidence in order to respond critically to demands and challenges of their jobs” (p. 20). Ntuzela (2008) further emphasizes that schools need a strong culture which “encourages positive principal-teacher relationships, more participation in decision-making as well as high teacher morale and professionalism” (p. 21).

In addition, “schools need to use the maximum advantage of working together in order to build capacity to ensure school improvement” (Ntuzela, 2008, p. 23). For Howey (1988), a team of qualified teachers working closely together could provide a higher quality of instruction across a range of subjects and educational goals and also provide greater insight into students than an individual teacher could do. I argue that when teachers are working together as a team they do not only bring about school improvement but they also enhance the spirit of collaboration in planning the broader curriculum and a better teaching and learning process will be the outcome thereof. Meanwhile, Harris and Muijs (2005) argue that the key to the benefits of teacher leadership is that “the nature and purpose of [this] leadership is the ability of those within the school to work together, constructing meaning and knowledge collectively and collaboratively” (p.17). Thus, the involvement of all educators in all activities in the school can bring about the development of the whole school, and help learners to perform well in order for the school to achieve the desired goals.

This view of working together is further supported by Howey (1988) who emphasises that “a team of teachers working closely together, again with leadership, should evoke several visions of how professional development can be embedded in daily practice” (p. 2). This means that teaching itself as a collaborative process will become more effective and accountable. There would be opportunities for observation, sharing experiences and feedback among teachers. Gunter (2005) argues that teacher leadership creates opportunities for teachers to regularly discuss teaching and learning issues, as colleagues. Khumalo (2008) further argues that “leaders cannot underestimate the massive challenge they face in building trusting relationships, establishing forums for dialogue and overcoming situations of disrespect” (p. 15). Thus, the main focus of teacher leadership is ultimately to create an understanding of schools as ‘professional learning communities’ or ‘communities of practice’ (Muijs and Harris, 2003), which is discussed in more detail in the next sub-section.

It has been argued that “an institution can be taken forward more effectively and meaningfully if more teachers take collective ownership of the institution” (Rajagopaul, 2007, p. 13). All qualified teachers need to be empowered and simultaneously to become more accountable for what they are called for. This view is similar to that of Muijs and Harris (2003) who emphasize that “at its most profound, teacher leadership potentially offers a new professionalism based upon mutual trust, recognition, empowerment and support” (p. 445). Teachers should be motivated to take up leadership roles for the development of the education system in general, as well as for their schools in particular.

Meanwhile, Rajagopaul (2007) confirms that this can be done by motivating teachers to take on leadership roles in the hope that they will perceive the benefits of working together, collaborating and finding solutions together, that can lead to a better working environment. This benefit of working together will also allow teachers who form the backbone of the school to take ownership of it. I agree with Rajagopaul (2007) when she claims that when teachers are more contented they feel part of the school community and have better relationships with other members of the staff, because in a school, teachers influence one another, encourage each other and benefit from positive and constructive contribution from other members of staff. The school would then become a community of partnership in teaching and learning, focusing on mutual goals and understandings. I am of the opinion, like Grant (2008), that teacher leadership has the potential to lead schools to “become more professional teaching and learning communities where democratic and participatory decision-making exists” (p. 89). It is my view that teacher leadership opens up chances for teachers to get involved and participate in the leadership and management processes and, by so doing, teaching will become regarded as a profession for leadership, empowerment and involvement.

Like Lieberman and Miller (2004), I believe that teacher leadership can make a difference, by transforming schools into communities that prepare students for citizenship and work in a complex, technical and democratic society. They further stress that:

Teacher leadership can lead in reshaping the school day, changing [and] grouping organisational practices, ensuring more equitable distribution of resources, actively

implementing curricula that are sensitive to diverse populations, upholding high standards for all students, and guaranteeing all can share in the full bounty of good teaching, materials, and support (p. 12-13).

This means that teacher leadership can lead to a basic transformation of ability, aspirations, and improvement, and better achievements. In addition, collaboration and teamwork involve shared decision-making which allows team members at the lowest level of the school to make decisions for the improvement of the school outcomes. Gamage (2006) states that:

Professional teachers, working in collaboration with their colleagues to improve their practice will become more effective in making students learn. Collaboration with colleagues is a manifestation of a strong professional community which has a great impact in developing a sense of collective responsibility for the students' learning. This sense of responsibility relates positively to higher levels of student achievements (p. 130).

Grant (2009) understands that working together with other teachers helps educators to grapple with the new pedagogic teaching and learning in order to improve their classroom practice. Along with Grant (2008), I argue that collaborative leadership helps in “providing curriculum development knowledge; leading in-service education and assisting other teachers; and participating in performance evaluation of teachers” (p. 95). This means that collaborative leadership involves the discussion of the goals, content and methods of education and attempt to implement this in the classrooms. All these attempts are purposely done for school effectiveness and school improvement. In addition, Donaldson (2006) argues that “a teacher’s leadership holds the promise for his or her colleagues that their real work issues will inform the improvement of the school” (p. 82). This will allow teachers to fully understand the goals, content and methods of instructional techniques and become experts and analyzers, and be “able problem solvers and sensitive listeners” (Donaldson, 2006, p. 82).

In this process of collaborative leadership, none opposes his or her ideas to those of others but all the ideas and suggestions are understood and scrutinized by all stakeholders. In this regard, Howey (1988) states that “a team of teachers working closely together, again with leadership,

should evoke several visions of how professional development can be embedded in daily practice” (p. 3). “Their challenge is to protect the focus on teaching and learning that has given rise to their strong collegial bonds to others and to resist replacing “classroom” (learning) view with “management” view” (Donaldson, 2006, p. 83). Working as a team will lead the group to focus on one goal and vision. Teaching in a collaborative arrangement becomes more effective and accountable. Opportunities and the availability of various knowledgeable teachers are vital to give one another feedback on daily experiences and then reflect on classroom practice.

Through collaborative leadership, the teacher leadership approach can help schools meet the challenges and gain the full potential of all staff members, whilst allowing teachers to experience a sense of self-confidence and inclusivity and as they lead aspects of the change process. I agree with Pillay (2008) who states that “when the people within the school work together with a shared vision, the school develops strength, focus and purpose in drawing on the unique contributions of each individual in the team” (p. 27). For collaborative leadership to flourish in schools, principals should be flexible and open, democratic and should encourage participation and be willing to listen to teachers’ points of view (Pillay, 2008). Therefore, teacher leadership will depend on the flexibility of the school principal who understands in himself or herself the values of teacher leadership and is willing to create ways of introducing it into the school.

2.4.4.2 Professional learning communities

Along with Lieberman and Miller (2004), I understand that teacher leaders “can work to support the profession and redefine it as an intellectual and collaborative enterprise” (p. 13). Teachers can:

advocate for recognition of accomplishments in teaching [and] can lobby for meaningful professional development that draws on the experience, expertise, and wisdom of veteran teachers to support and inspire novice teachers, and that promotes the creation of professional learning communities that sustain teacher commitment, passion, and persistence (Lieberman and Miller, 2004, p. 13).

This means that teacher leadership “helps teachers to develop new ways of viewing themselves, their roles and their profession” (Katzenmeyer and Moller, 2001, p. 3), and it will be appreciated by teachers “who wish to assume [new] responsibilities” (Katzenmeyer and Moller, 2001, p. 4).

I also agree with Harris and Muijs (2005) who state that successful learning communities can be built through, firstly, acknowledging the importance of trust and, secondly, by the positive quality of relationships in the institution, and they emphasize that, “to be most effective, professional learning communities need to exist within a social architecture that helps shape teachers’ attitudes and practice” (p. 49). Furthermore, Harris and Muijs (2005) suggest that “this social architecture consists of the establishment of norms that govern behavior (having a shared purpose), forms of ongoing interaction (reflective dialogue) and environmental conditions (social trust)” (p. 49).

Teacher leadership skills help teachers to work collectively towards improvement and transformation of teaching and learning situations in schools. This aspect is highlighted by Muijs and Harris (2003) who state that teacher leadership “reclaims school leadership from the individual to the collective, from the singular to the plural and offers the real possibility of distributed leadership in action” (p. 445). The development of teacher leadership skills among teachers and principals need to be taken seriously to build the professional teaching and learning capacity within schools. The responsibility of developing teacher leadership skills and bringing about change in schools lies with the school management team, which must authorise and empower teachers to take up leadership roles within and beyond their classrooms.

Katzenmeyer and Moller (2001) understand that “teacher leaders are not an elitist group within a school; every teacher can be a part of the community” (p. 6). This will open the space for professional learning communities, where teachers are learning in social context rather than learning individually (Katzenmeyer and Moller, 2001). I argue that the engagement of all the stakeholders in leadership roles can encourage teachers’ confidence and can allow them to feel that they have something important to offer in the institution. Also “empowering teachers to take on leadership roles, enhances teachers’ self-esteem and work satisfaction, which leads to higher

levels of performance due to higher motivation, as well as possibly higher levels of retention in the profession” (Muijs and Harris, 2003, p. 441).

Harris and Muijs (2005) emphasize that “developing a community of practice may be the single best most important way to improve a school” (p. 48). In this process of collaboration, the emphasis is placed upon the personal growth and development of individuals as a means of generating improved learning outcomes. In a learning community, there is a central commitment to build the capacity to learn – a living community that learns (Harris and Muijs, 2005). Thus, schools need to transform themselves from traditional autocratic leadership styles to learning communities to sustain improvement.

Establishing collaboration within professional learning communities requires commitment and purposeful involvement from all the stakeholders in the institution. For a learning community to function productively, the physical and structural situation related to the people concerned need to be considered. Thus, the collaborative leadership approach aims at establishing mutual respect and understanding so that teachers, parents and students might find help, support and trust as a result of developing warm relationships with each other.

In the South African multi-case study research, the enhancing factors to teacher leadership that emerged were “few in comparison with the inhibiting factors” (Grant, 2010, p. 5). In three of the eight schools, teacher leadership was emergent and enhancing factors were evident (Grant, 2010b). For example Molefe’s (2010) case found out that teacher leadership was enhanced by “collaboration and a culture of collegiality” (p. 89). Similarly, Moonsamy, J.’s (2010) case revealed that the SMT “creates a trusting [and] collaborative culture to promote teacher leadership” (p. 110). Moonsamy, P.’s (2010) case indicated that “a collaborative school culture and the representative power of democratic school structures were key factors in the enhancement of teacher leadership” (p. viii). Gunkel’s (2010) case also revealed that “the incomparable commitment, risk-taking approach and vision of teachers formed part of the enhancing factors to teacher leadership” (p. iv).

It is not easy to develop teacher leadership in every school. There are various potential obstacles in the way of implementing teacher leadership in schools. The following section deals with the barriers to and difficulties of implementing teacher leadership.

2.4.5 Inhibiting factors to teacher leadership

Establishing teacher leadership is not a process without any challenges. These challenges are the stumbling blocks that inhibit teachers from taking up leadership roles successfully. Inhibiting factors that are discussed in this section include principals and school structures, teachers as well as time.

2.4.5.1 Principals and school structures as inhibiting factors to teacher leadership

The problem of preventing teacher leadership from flourishing in schools begins with principals and the structures of schools. Pillay (2008) argues that one of the greatest challenges for principals is the ability to share power because they believe that decentralising power is a threat to their authority. Many principals believe that they are the only ones who can make decisions and want to have the last say in any matter related to the school. A top-down, autocratic leadership style is one of the biggest barriers to teacher leadership because it is something that is “rule-driven, secretive and hierarchical” (Crowther, Kaagan, Ferguson and Hann, 2002, p. 22). Various studies indicate that traditional top-down leadership styles still dominate in many schools (Harris and Lambert, 2003; Harris and Muijs, 2005; Grant, 2006). Collaborative leadership and collegiality are the processes where authority and power can be decentralised but “some principals believe that their power is lost because it has to be shared” (Pillay, 2008, p. 40). Many teachers, in a study by Grant (2006), indicated a willingness and readiness to try out what they have learnt, but they felt that they would be restricted. I agree with Grant (2006) who stresses that:

Hierarchical school organisation controlled by autocratic principals is also one of the barriers that prevent teacher leadership. Schools are still bureaucratically organised

with autocratic principals showing negatively to teachers who attempt to take up a leading role outside the classroom (p. 252).

I also agree with Ash and Persall (2000) who argue that:

Heads will need to become leaders of leaders, striving to develop a relationship of trust with staff, and encouraging leadership and autonomy throughout the school. For teacher leadership to develop, heads must also will to allow leadership from those who are not part of their 'inner circle' and who might not necessarily agree with these (p. 43).

This view is also supported by Harris and Muijs (2005) who state that:

The possibility of teacher leadership in any school is dependant upon whether the senior management team within the school relinquishes real power to teachers and the extent to which teachers accept the influence of colleagues who have been designated as leaders in a particular area (p. 43).

Autocratic leadership remains a style adopted by some principals in Namibia and this is difficult to change because their mind is deeply set on the autocratic paradigm. The MOE (2004) in Namibia confirms this view by stipulating that "to eradicate apartheid mentalities and replace the pre-independence Bantu education methodologies characterised by rote learning, democratic education pedagogical methods were adopted and promoted by the Government" (p. 14). There is a belief that "laws and all instructions must come from the office of the principal because of the old culture of dependency where everything is controlled and planned from the top" (ETSIP, 2005, p. 82). It has been noted that schools that use traditional hierarchies are not easily instantly responsive to a more fluid and distributed leadership approach. Furthermore, as Harris and Muijs (2005) argue, "there are inherent threats to status and the status quo in all that distributed leadership implies" (p. 33).

Many barriers to teacher leadership are related to the conservativeness of the principals or teachers and on the lack of explanation of the concept. Principals are the biggest challenge to teacher leadership, especially those who do not want to share leadership roles among members of the staff (Katzenmeyer and Moller, 2001). In this case, Rajagopaul (2007) argues that “principals need to recognise leadership qualities in their teachers and encourage these teachers to make use of their leadership qualities for the good of the school” (p. 20).

In the original South African multi-case study, teacher leadership was inhibited by many factors. In her case, Mpangase (2010) found out that “the non collaborative and individualistic culture of the college made it difficult for the lectures to enact leadership. They were seldom involved in decision-making processes [and] their participation and collaborative ways were also contrived” (p. 107). This means that “the college was led in a hierarchical and bureaucratic manner which did not promote the effective enactment of lecturer leadership” (Mpangase, 2010, p. 107). Similarly, Nene’s (2010) case revealed that the SMT was “identified as a barrier due to the micro politics that go on in this school where certain teachers were favoured over others” (p. 113).

2.4.5.2 Teachers as inhibiting factors to teacher leadership

Teachers themselves are barriers to teacher leadership. Harris and Muijs (2005) explain that a “teacher’s perceived lack of status within the school and the absence of formal authority hindered their ability to lead” (p. 43). Some teachers do not want to avail and commit themselves to leadership roles. They do not want to take the initiative and lead beyond their classrooms because they believe that it is the principal’s role to lead (Grant, 2006). Other teachers feel isolated from colleagues when taking on leadership roles. Grant (2006) notes that, “many teachers firmly believe that the principal’s role is to lead and the teachers are to follow or obey” (p. 527). One of the participants in her study stated that:

[Teachers] do not want to take initiative. They are afraid , see it like extra work, they have been asked to do extra but they feel that it is the school management team’s responsibility to lead and they are just there to do the minimum or what they are expected to do between the four walls of their classrooms (Grant, 2006, p. 527).

In addition, Harris and Muijs (2005) stress that teachers have “the feeling of being isolated from colleagues, [and are] less connected to peers when engaging in teacher leadership activities” (p. 44). For them “teacher leadership will not occur unless it is underpinned by shared values, [and argue that] these shared values are developed first and foremost through shared pedagogical discussion, observation and team teaching” (p. 44). However, I argue that all teachers should be encouraged to take the initiative to share responsibilities, increase inclusivity and enhance the spirit of collegiality and collaboration to develop teacher leadership in schools. Like Harris and Muijs (2005), I believe that it is crucial for teacher leaders to work in collaborative teams to bring about change and to make a difference at their institutions.

However, this notion of the teacher leader involves more than this, as indicated above. Many teachers view leadership roles as an extra workload, they need extra time and energy, and probably they need extra funds to pay for their extra time. Some teachers also feel that “they are lacking in experience and confidence when taking on leadership roles” (Muijs and Harris, 2006, p. 21). They believe that they are only leaders in the classroom, and spend extra time involved in sports and extra curricular activities after school, and are then expected to volunteer to lead the school projects such as the tuck-shop and others. This traditional understanding of leadership where teachers are restricted to lead only in their classrooms needs to be removed from schools. Steyn and Squelch (1997) correctly state that some “teachers are not interested in participating in management issues and simply like to do their work and leave immediately after school” (p. 4).

The perceptions of teachers being leaders in their respective classrooms alone needs to be expanded.

2.4.5.3 Time as an inhibiting factor to teacher leadership

Time is also experienced as a barrier to teacher leadership. Some researchers point out that time taken for work outside the classroom probably interferes with time needed for students and, when extra time is provided, it is usually not enough to exercise leadership activities (Leithwood and Steinbach, 1999). Teachers are not given enough time when they are given leadership roles and responsibilities to exercise. The study done by Grant (2008) also indicates that although

teachers were trying to “manage their time, they just don’t find time because many of the teachers are studying as well” (p. 99).

Time constraints were also experienced in the South African multi-case study. In the case of Molefe (2010), “teachers did not want to do things which interfered with their own personal time” (p. 89). This was similar to Moonsamy, P.’s (2010) case that “teachers may be reluctant or refuse to take on leadership roles if these leadership roles take time in their personal responsibilities” (p. 102). Mpangase’s (2010) case found out that “lack of time interfered with lecturers’ personal lives as well as their classroom work” (p. 93). This shows that some teachers are not ready to use their personal time for leadership roles and those who wish to take leadership roles could not find time to exercise leadership activities.

2.4.5.4 Other inhibiting factors to teacher leadership

Other barriers experienced that can prevent the development of teacher leadership in schools include lack of training and funding for leadership roles, interference in teachers’ personal lives as well as their school work, isolation, lack of role definition, and taking on responsibilities outside their areas of expertise (Leithwood and Steinbach, 1999). In my capacity as a teacher, I have indeed observed that sometimes teachers waste time by chatting to one another while learners behave disruptively in the classrooms. Lack of understanding of their responsibilities and the failure to separate personal from work related matters are also among the issues that I have observed.

In order to eliminate the barriers and challenges faced by teacher leaders, every teacher, regardless of his or her status, in the school needs to take the initiative of sharing leadership responsibilities, increasing the school’s inclusivity and enhancing the spirit of collegiality and collaboration. Principals need to find ways of and develop skills for developing teacher leadership in their institutions.

2.5 CONCLUSION

This chapter has argued that good leadership and management promote effective teaching and learning in schools. Leaders need to apply leadership and management effectively and efficiently to their school to make good progress. Distributive leadership has the potential to transform schools, raise achievements and inspire effective practice from the staff. The distribution of authority and responsibility depends on power sources and interactions (Gunter, 2005). Distributed leadership is a leadership practice which is the joint interaction of school leaders, followers and aspects of their situation such as tools and routines which may either take place through design or default (Spillane, 2006). It has a visioning strategy of improving working together as a team and of achieving better outcomes by pupils at the end. It is also a useful framework because it focuses upon the interactions rather than the actions of those in formal and informal leadership roles (Spillane, 2006). Therefore, leadership needs to be distributed according to the gifts and abilities of leadership that people have in order to improve their leadership skills and abilities. It is true that one person can no longer be expected to lead and manage a school effectively, but the authority to lead needs to be dispersed within the school between and among people. The sharing of leadership roles among all the stakeholders in the institution will promote schools to become learning organizations and develop teacher leadership that leads schools to be effective for the improvement of learners' performance.

Teacher leadership as an approach has been highlighted as a key factor to improve, change and develop the school. It is viewed as a way to provide vision towards change and improvement. Teacher leadership can be enhanced by transforming schools into professional learning organizations. It focuses on the improvement of the teaching and learning situation through its basic principles of collaboration, distribution, empowerment and participation. Teacher leaders should strengthen themselves by working hard at self-care and refining their professional knowledge and skills. Effective teacher leadership in schools is vital for school development, school effectiveness and school improvement. Teachers should be empowered to take up leadership roles that will enhance their self-esteem and work satisfaction, increase self-confidence and improve knowledge and attitudes to teaching. Although a teacher leadership approach provides advantageous aspects, organizational as well as professional barriers are also

experienced as hindrances. These barriers can be eliminated by developing teacher leadership in schools. This can be done by building relationships with other teachers, by the involvement of teachers in whole school development initiatives and by assisting them to lead beyond the school into the community (Grant, 2006). The SMT should authorize and empower teachers to take up leadership roles within and beyond their classrooms, as the first phase in a distributed leadership process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The aim of this chapter is to explicate the research design of my study. The aim of this study was to explore the enactment of teacher leadership and to examine the factors that enhance and hinder this enactment in three public schools in Namibia.

The key research questions of my study were borrowed from a multi-case study research project conducted in South Africa in 2009. To reiterate, my research questions are:

1. How is teacher leadership enacted in three public schools in Namibia?
2. What factors enhance or inhibit this enactment?

The study set out to explore how leadership roles are distributed amongst all the stakeholders in three public schools in the Eenhana circuit, Namibia. Distributed leadership, collaborative leadership and transformative leadership were considered in view of the participation of all the teachers in decision-making to promote teacher leadership in schools.

In this chapter, I present the research design as well as the sampling and the methods that I used to collect the data. The chapter also discusses how the data were analyzed, the ethical considerations as well as the trustworthiness and the limitations of the study.

3.2 RESEARCH METHODOLOGY

This research falls within the interpretive paradigm, and is qualitative in nature. The interpretive paradigm, according to Blanche, Kelly and Durrheim (2007), “involves taking people’s subjective experiences seriously as the essence of what is real for them (ontology), making sense of people’s experiences by interacting with them and listen carefully to what they tell us

(epistemology), and making use of qualitative research techniques to collect and analyse information (methodology)” (pp. 273-274). In addition, Cohen, Manion and Morrison (2007) state that “the central endeavour in the context of the interpretive paradigm is to understand the subject world of human experiences” (p. 21). The aim for an interpretive approach to research, according to Hesse-Biber (2010), is “to understand how individuals make meaning of their social world” (p. 104). He further stresses that “the social world is not something independent of individual perceptions but is created through social interactions of individuals with the world around them” (p. 104). I used this paradigm because it provides relevant information to the researcher about “the subjective reasons and meanings that lie behind the social action” (Rajagopaul, 2007, p. 31) that is taken.

In line with the original study, my research was designed in the form of a case study of three schools in the Eenhana circuit in Namibia. Kumar (1999) defines research design as “a procedural plan that is adopted by the researcher to answer questions with validity and objectivity, accurately, and economically” (p. 74). Research design, according to Nieuwenhuis (2010), is “a plan or strategy which moves from the underlying philosophical assumption to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done” (p. 70). Bogdan and Biklen (1992) understand that “research design in research refers to the researcher’s plan of how to proceed” (p. 55).

As with the original study, I selected to undertake a case study to examine, in detail, the enactment of teacher leadership in three schools and to investigate the factors that enhance and hinder this enactment. Nieuwenhuis (2010) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used” (p. 75). Verma and Mallick (1999) state that a case study allows the researcher to focus on a specific instance or situation and to explore the various interactive processes at work within that situation. For Birley and Moreland (1998), “a case study concentrates upon singular or small numbers of individual instances” (p. 36). This is similar to Bogdan and Biklen (1992) who stress that a case study is “a detailed examination of one setting, or a single depository of documents or one particular event” (p. 62). Meanwhile, Henning (2004)

explains that a case study is employed “to gain an in-depth understanding of the situation and meaning of those involved” (p. 41). In addition, Bassey (2007) asserts that “a case study research entails being where the action is, taking testimony from and observing the actors first hand” (p. 143). Therefore, the case study allowed me to gain in-depth understanding of the three cases I chose.

The case study method helped me to focus on the three selected schools, and particularly on the three teacher leaders in each school, as my unit of analysis, and to gain an in-depth understanding of the culture of these schools. As Singh (2007) contends, gathering a large amount of information on one or a few cases allows the researcher using the case study approach to go into greater depth and get more detail on the issue that is being examined. However, I acknowledge that the case study selected “may not be representative or typical and hence generalizations may not be valid” (Verma and Mallick, 1999, p. 82).

3.3 SAMPLING

Sampling is defined as “the process of selecting a few (a sample) from a bigger group (the sampling population) to become the basis for estimating or predicting a fact, situation or outcome regarding the bigger group” (Kumar, 1996, p. 148). Similarly, Uys and Puttergill (2003) state that “sampling is the process of selecting a part of a group under study” (p.108). Cohen, *et al* (2007) differentiate between two main methods of sampling: the probability sampling (random) where “the chances of members of the wider population being selected for the sample are known” (Cohen *et al*, 2007, p. 110), and the non-probability sampling (purposive) in which “the chances of members of the wider population being selected for the sample are unknown” (Cohen *et al*, 2007, p. 110). They further stress that:

in the probability sample every member of the wider population has an equal chance of being included in the sample; inclusion or exclusion for the sample is a matter of chance and nothing else. In the non-probability sample some members of the wider population definitely will be excluded and others definitely included (i.e. every

member of the wider population does not have an equal chance of being included in the sample) (Cohen *et al*, 2007, p. 110).

I agree with Cohen *et al* (2007) who state that “the quality of research stands by the appropriateness of methodology and instrumentation as well as the suitability of the sampling strategy that has been adopted” (p.100). I used the non-probability sampling method, specifically purposive, “in order to access knowledgeable people” (Cohen *et al*, 2007, p. 115). Convenience sampling was also used to choose “the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (Cohen *et al*, 2007, p. 113).

Unlike the original study, the sample of my study included three public schools in the Eenhana circuit of the Ohangwena region in Namibia, whereas the sample of the original study included seven schools and one FET College in South Africa. In both these studies, the sample did not “represent any group apart from itself; it does not seek to generalize about the wider population” (Cohen *et al*, 2007, p. 114).

3.3.1 How the schools were selected

As already mentioned, purposive sampling and convenience sampling were used to select the schools and individuals that participated in my study. As Kumar (1999) states, purposive sampling helps the researcher to get to the people “who can provide the best information to achieve the objectives of the study” (p. 162). Convenience sampling is “one composed of members most easily available to the researcher who does not – and certainly should not – attempt to claim it as being representative of a wider population” (Briggs and Coleman, 2007, p. 135). Convenience sampling according to Uys and Puttergill (2003), “saves time, money and effort” (p. 114). Therefore, I chose these schools and participants because they would be able to provide me with relevant information and because they were situated near my home and I was able to get access easily to them.

As a brief background to the selected schools, School A is the school at which I was previously employed during 1999-2005 and is situated in a small town in the Ohangwena region. The

majority of teachers at this school know me and were therefore willing to be part of my study. School B is situated in a semi-urban area and it is near the main road to the same small town where School A is situated. Most of the teachers know me because I worked with them in the same circuit. I felt that they would not have any problem participating in my study. School C is also in the same small town as School A and many of the teachers know me as well. The other reason for selecting these three schools was because two of the schools (Schools A and C) have a high pass rate, in comparison to School B which had a low pass rate, particularly in Grade 10.

3.3.2 How the participants were selected

As the original study, the primary participants selected for my study were three teacher leaders from each of the three schools. Principals and school secretaries of the three schools were secondary participants as were balance of members of staff. Because I did not know all the teachers in each of the three schools, I requested the principals' assistance in the teacher leaders' selection process. I asked them to select the three primary participants per school based on two criteria: firstly, those teachers should not be members of the school management team (SMT) and secondly, they demonstrated leadership in the school. What follows are short descriptions of the nine teacher leaders who participated in my research.

3.3.2.1 School A

At School A, TL 1 and TL 2 were females, while TL 3 was a male. TL 1 was 52 years old and she was the oldest teacher at School A. She held Bachelor of Education Honours degree and had 29 years of teaching experience. TL 1 was a subject head of languages and taught English Second Language in Grades 5-7, Elementary Agriculture in Grade 7 and Life Skills in Grades 6-7.

TL 2 was aged 28 years and was a trained teacher holding a Basic Education Teacher Diploma (BETD) and an Advanced Certificate in Education (ACE). She had three years of teaching experience. TL 2 was a Grade 4 class teacher, and taught all the learning areas in that grade.

TL 3 was aged 31 years. He is a qualified teacher holding a BETD, an Advanced Diploma and ACE. He had six years of teaching experience in the lower primary phase, in which he was

trained at the college. TL 3 was a head of sports committee and entertainment committee, and taught all the learning areas in Grade 4.

3.3.2.2 School B

At School B, TL 1 and TL 2 were also females, while TL 3 was a male. TL 1 was aged 22 years and she was the youngest teacher at School B. She was trained at a college for four years, specialising in Mathematics and Science. She was a BETD holder with four months' teaching experience. TL 1 taught Mathematics, and Natural Science and Health Education in Grades 5-7.

TL 2 was aged 33 years. She was a qualified teacher holding a BETD. She had nine years of teaching experience. TL 2 was a chairperson of the timetable committee and taught Physical Science and Mathematics in Grades 8-10.

TL 3 was aged 45 years. He was a BETD holder with 20 years of teaching experience. TL 3 was a sport organiser and a Grade 8 class teacher, and taught History in Grades 8-10, Arts, and Religious and Moral Education in Grades 8-9, and Elementary Agriculture and Life Skills in Grades 5-7.

3.3.2.3 School C

At School C, TL 1 and TL 2 were males while TL 3 was a female. TL 1 was aged 35 years. He held a Bachelor of Education Honours degree, specialising in Educational Management, Law and Systems. TL 1 was a subject head of languages and a cluster facilitator for English subject. He taught English in Grade 12.

TL 2 was aged 30 years. He was a Bachelor of Education and Master of Education holder, with 11 years of teaching experience. TL 2 was a circuit facilitator, a subject head of Geography, a head of the examination centre, a chairperson of the counseling committee and a soccer coach. He taught Geography and Development Studies in Grades 11-12.

TL 3 was aged 23 years. She held a Bachelor of Education degree and had one year and seven months of teaching experience. TL 3 was a netball coach and a regional examiner for Physical Science subject, Grades 11-12. She taught Mathematics in Grades 8 and 12, and Physical Science in Grades 11-12.

3.3.3 Access to schools

It was not difficult for me to get access to Schools A, B and C. I followed the recommendation of Birley and Moreland (1998) that “permission should be obtained, preferably in writing, before you start or early in the research process” (p. 14). Similarly, Cohen *et al* (2007) advise researchers “to gain permission early on, with fully informed consent gained, and indicating to participants the possible benefits of the research” (p. 55). They define informed consent as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions” (p. 52). Firstly I contacted the principals of the three selected schools telephonically and later in writing to request permission to conduct research at their schools (see Appendix 4). Secondly, I wrote letters to the Inspector of Education (IOE) in the Eenhana circuit (see Appendix 3) and to the Regional Director of Education (RDE) of the Ohangwena region (see Appendix 2) where the three schools are located, requesting to be allowed to conduct my research at these selected schools. All the letters contained the purpose of the study and the reasons for selecting the schools. My details as a researcher as well as my supervisor’s details were also included in the letters.

3.4 THE CONTEXT OF THE SELECTED SCHOOLS

3.4.1 School A

School A is a primary school which is situated in a small town where all the teachers stay. It covers Grades 1-7. According to the school statistics, the enrollment in this school is 563 learners. All the teachers are qualified and are permanently employed by the government. This school is headed by a middle aged female principal who has served for four years in that position. School A has mainly female teachers. Out of 16 educators, there are only three males, the rest are females. The School Management Team (SMT) consists of the principal, head of department and four senior teachers. According to the principal, the number of learners increases each year due to the migration of people from rural areas to the town to look for work. The school has a female secretary and two female cleaners, both employed permanently by the government. There is also one computer teacher who is employed by the School Board (SB).

This school is well resourced. It has a high and strong fence, electricity, water, a library, a laboratory and a big computer room. The school buildings are well managed and no vandalism has been experienced at this school. There are six blocks for classrooms, constructed from bricks including the library, laboratory and the computer rooms. Each block consists of three big classrooms. The administration block includes the reception, four offices (for the principal, the HOD, the treasurer and one room for the photocopier machines), three storerooms and a big staffroom with a kitchen. It has an alarm system to protect the school property. The school has two sport fields: a netball field and soccer field. The terrain of the school contains various plants which were planted by the teachers and learners during the official opening of the school.

The mission statement and the vision of the school are clearly displayed on the wall in front of the gate. The vision of the school is: *Education in totality provides quality life*. The mission statement is: *The school is committed to disseminate quality education and is accountable to all stakeholders in education for one aim which is to mould its students to become precious and useful citizens*. The punctuality and attendance of both teachers and learners are good.

3.4.2 School B

School B is a combined school and covers Grades 1-10. The school is situated near the small town where school A is situated. The enrollment of this school is 352 learners. There are 13 educators, the principal, one head of department and 11 teachers. Like School A, School B also has predominantly female teachers. Out of 13 educators, there are only four male teachers, the rest of the teaching staff is all female. The principal of this school is a young man who, at the time of the research, had only spent two months in that position. The SMT includes the principal, HOD, and two senior teachers. Some of the teachers of this school reside in town, including the principal. The school has a female secretary and a male cleaner. All the teachers, the secretary and the cleaner are employed permanently by the government. Most of the learners stay near the school but some of them, including teachers, walk long distances of up to six kilometers to and from school.

This school is poorly resourced. It has only water and electricity. It is a big school which goes up to Grade 10, but the library and the laboratory are not well equipped. It is also poorly fenced. Some of the buildings of this school are not in a good condition. The school was built during the

colonial era and consisted of one pre-fabricated block with four rooms. After independence it was renovated and three blocks (built from bricks) were added, with three rooms per block. There is an administration block which consists of the reception, one office (for the principal) and the staffroom. The HOD does not have an office. There are two sport fields that are situated outside the school premises and are used for soccer and netball. This school is surrounded by natural trees (mopane) which provide a pleasant outlook.

The mission statement and the vision of the school are displayed on the wall in front of the main gate, but the signage is difficult to read. The vision of the school is: *Knowledge is the key for all locks*. The mission statement of school B is: *We are committed to impart quality knowledge that serves as a key to unlock the door for quality future life and total individual development of our learners*. Although some learners and teachers travel long distances, punctuality and attendance at school B is satisfactory.

3.4.3 School C

School C is a senior secondary school which is also in the same small town as School A. It offers education for Grades 8-12. The enrollment of this school is 1043 learners. The school is over subscribed because there are too few senior secondary schools in the region and the number of learners increases each year. There are 32 educators at this school; the principal, two HODs and 29 teachers. There are 17 male teachers and 15 female teachers. The principal of this school is a middle aged man who has served in that position for ten years. The SMT consists of the principal, two HODs and two senior teachers. All the educators at this school are qualified and employed permanently by the government. Most of the teachers reside in the school houses which were built inside and outside of the school premises. Some of the teachers live in their own houses in the town, including the principal. The school has two female secretaries, one of whom deals with the school finances while the other deals with administrative work, and a male librarian. Other workers in this school include six matrons (all females), 12 cleaners (six males and six females), 12 kitchen workers (six males and six females) and two male gatekeepers. This school has gender equality in both its teaching staff and institutional workers. The majority of learners board in the school hostel; very few of them live in the town and are day scholars.

This school is well resourced. It has electricity, water, a well-stocked big library, two laboratories for physics, one laboratory for biology and a school bus. The hostel consists of five blocks for the boys and seven blocks for the girls. Each block has 13 rooms. There are five blocks for classrooms with six classrooms per block. The administration block consists of the reception, which was used as the office of one of the secretaries, six offices (for the principal, two HODs, the other secretary and two subject head teachers), a big staff room and the kitchen. There is also a large dining hall, and a multipurpose hall which is under construction. All the buildings are neat and well painted, and no vandalism is experienced in this school. The school has a netball field with sport facilities which are inside the school premises. Learners also use the public basket ball field, which is outside the school premises on which to practice. The school terrain is clean with trees planted in rows. It has a high fence with a good, strong gate. The gatekeepers control everyone entering and leaving the school.

The mission statement of the school is written clearly on the wall in front of the school to be seen by everyone entering or passing by the school. The mission statement is: *The school as a co-educational institution strives to inculcate democratic principles and moral values in its stakeholders; instill a sense of unity in diversity among its members; and mould good and responsible citizens.* The punctuality and attendance of teachers and learners at school C is very good.

Both Schools A and C have an effective culture of teaching and learning. The culture of teaching and learning at school B is below standard. There is a higher failure rate at this school, especially in grade 10. Some of the reasons for the higher failure at this school could be the long distances that both teachers and learners must travel to and from school and the lack of resources.

All three schools are government institutions. Each of all the schools has a fully effective SB which represents all the parents of the school. The government provides some of the needs of the learners of these schools in terms of stationery. Learners who stay at the school hostel at School C pay half of the hostel fees while the other half is paid by the government. Although the government supports these schools, the development of each school lies with its SMT and the SB. Learners at all three schools pay school fees for the development of their schools, and this is discussed in more detail in Chapter Four. These fees are used to buy photocopier machine paper

and computers, as well as to renovate school buildings in some schools and pay for educational tours for learners.

3.5 RESEARCH METHODS

This section presents the instruments and procedures I used to gather the information during the data collection months of June and July 2010. Henning (2004) stresses that “once a researcher has defined the bounded system that will form a case study inquiry, the researcher can start thinking of methods of data collection and analysis that will yield the data needed to explore and examine the case” (p. 40).

I thought of the methods I had to use to collect the data at the beginning of my research. Cohen *et al* (2007) differentiate between method and methodology. They view methods as a “range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction” (p. 47). According to Cohen *et al* (2007), methodology aims “to help us to understand, in the broader possible terms, not the products of scientific inquiry but the process itself” (p. 47). This view is similar to Bogdan and Biklen (2007) who state that “methodology refers to the general logic and theoretical perspective for a research project [while] methods are a term that refers to the specific techniques you use, such as surveys, interviews, observation – the more technical aspects of the research” (p. 35).

In my study, my methodology was a case study of three public schools in the Eenhana circuit, Namibia. My methods I used to collect the data included questionnaires that were completed by the whole staff; semi-structured focus group interviews with the three teacher leaders at each of the three selected schools; semi-structured individual interviews with the principals and school secretaries at each of the three selected schools; self-reflective journaling of the three teacher leaders at each school; and document analysis. As with the original study, the primary instrument I used to gather the data were the semi-structured focus group interviews, semi-structured individual interviews and observation. The secondary instruments that were used to support the primary instruments included the questionnaires, journal writing and document analysis.

3.5.1 Questionnaires

Questionnaires were used as the first data collection method. I adopt closed questionnaires which, according to Cohen *et al* (2007), “prescribe the range of responses from which the respondent may choose; enable comparisons to be made across groups in the sample; and are quick to complete and straightforward to code” (p. 321). According to Fogelman and Comber (2007), the questionnaire is “used to obtain factual information, attitudinal information or a mixture of both” (p. 127). SMT questionnaires (see Appendix 8) and teacher questionnaires (see Appendix 9) were given to the educators at the three selected schools, to get an overview of how leadership roles were exercised at these schools. I agree with Kumar (1999) who argues that “a questionnaire is less expensive and offers greater anonymity” (p.114). A consent form was attached to each questionnaire (see Appendix 5) which indicated that participation in the study was voluntarily and that participants could withdraw from the study at any time if they wished. For the sake of ensuring confidentiality, the names of the participants were not written on the questionnaires.

I agree with researchers who argue that “practically all surveys are accompanied by a loss of information because of non-response” (Khumalo, 2008, p.50). Similarly, Leedy and Ormrod (2003) assert that “typically, the majority of people who receive questionnaires don’t return them – in other words, there may be a low return rate – and the people who do return them are not necessarily representative of the originally selected sample” (p. 185). I experienced this when some of the teachers in the three selected schools did not return the questionnaires I gave them. At School A, out of 16 educators only 12 of them returned the questionnaires, which is a 75% return rate. School B had 13 educators but only nine of the teachers returned the questionnaires, a 69% return rate, while at School C, out of 32 educators, only 20 responded to the questionnaires, a 62% return rate.

3.5.2 The semi-structured interview

One of the primary methods that I used to collect the data was the interview. Verma and Mallick (1999) define the interview as “a conversation between two or more people where one or more participants take the responsibility for reporting the substance of what is said” (p. 122).

According to Nieuwenhuis (2010), “an interview is a two-way conversation in which the interviewer asks the participant questions to collect data and to learn about the ideas, beliefs, views, opinions and behaviours of the participants” (p. 87). He further states that “the aim of the interview is always to obtain rich descriptive data that will help you to understand the participant’s construction of knowledge and social reality” (p. 87). Similarly, Cohen *et al* (2007) stress that the interview is “a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on content specified by research objectives of systematic description, prediction, or explanation” (p. 351). I concur with Kelly (2007) who states that: “conducting an interview is a more natural form of interacting with people than making them fill out a questionnaire, do a test or perform some experimental task, and therefore it fits well with the interpretive approach to research” (p. 297).

Meanwhile, Bogdan and Biklen (2007) state that: “in qualitative research, interviews may be used in two ways. They may be the dominant strategy for data collection, or they may be employed in conjunction with participant observation, document analysis, or other techniques” (p. 103). I used both ways to gather the data of my research. The first way, I used interview as a primary data collection method by interviewing the three teacher leaders at each school. The second way, I used interview in conjunction with participant observation when I interviewed principals and school secretaries of the three selected schools.

Semi-structured focus group interviews were used with the three teacher leaders at each school. These interviews “enable a much livelier discussion than would be possible in a one-on-one interview situation” (Birley and Moreland, 1998, p. 51). According to Kelly (2007) a focus group is “typically a group of people who share a similar type of experience, but a group that is not naturally constituted as an existing social group” (p. 304). The purpose of the research was introduced at the beginning of the interview. Interview questions were focused on the concepts of leadership roles’ and leadership distribution in schools. At the end of the interview, I thanked the respondents for their participation and contributions. After the interview each teacher leader was provided with the journal guide (see Appendix 11) to enable them to begin the journal writing process.

Each semi-structured focus group interview lasted for 15 to 30 minutes. An interview schedule (see Appendix 10) was used to “ensure that the interview makes good use of time and resources, ensures that the data gathered are relevant to the study’s objectives and that opportunities to collect data essential to its successful outcome are not lost” (Verma and Mallick, 1999, p. 124). Before the interview started, the procedures in the process of the interview were given as well as “assurances of confidentiality and anonymity” (Kumar, 1999, p. 127) that made the participants feel free and relaxed. Permission to record the data was also requested and obtained from the participants at all the three schools, as per Kelly’s (2007) advice to researchers. Ribbins (2007) argues that “in interview studies, recording generates data, without data there is no research” (p. 216). Notes were also taken during all the interview sessions to support the data that was recorded. This followed Kelly’s (2007) view that it is also useful to take notes during an interview by quickly jotting down things that happen that may not be obvious from listening to the tape recorder. Although it was challenging for me to take notes at the same time the respondents were answering the questions, I tried to jot down key points from the respondents’ answers, along with any emphases or gestures that were noteworthy.

A semi-structured face-to-face individual interview was adopted with the principals and secretaries at each of the selected schools, which, according to Moore (2006), can be described as: “a half-way house between the rigid formality of a structured interview, where the researcher attempts to fix and control the circumstances of the interview to collect consistent data and for the depth interview to be flexible and responsive” (p. 141). The semi-structured interview allowed the secondary participants to be flexible and they were free to participate in the interview. It also helped me as a researcher to probe further for clarity where necessary. Semi structured individual interviews were done to obtain general information on aspects such as the vision and mission; background of each of the three schools; staffing; learning areas that were offered; leadership and decision-making; and the relationships with the Education Department and other outside authorities of each of the three schools. Unlike the original study, semi-structured individual interviews were not conducted with the teacher leaders. This was due to the time constraints of the teacher leaders. To remind the reader, my research was designed for a period of two months, whereas the original study was designed for a period of six months. This was thus a limitation of my study.

3.5.3 Observation

As with the original study, observation was also used as a method to collect the data. Verma and Mallick (1999) define observation as “a tool for collecting information without direct questioning on the part of the researcher” (p. 129). Observation is also viewed as a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place (Kumar, 1999). According to Kelly (2007), observation takes place while things are actually happening, and thus gets you even closer to the action. I agree with Foster (1996) who argues that in this study on schooling, observation “provide detailed information about aspects of the school life which could not be produced by other methods” (p. 12). In addition, Gillham (2000) states that “observation has three main elements: watching what people do; listening to what they say; sometimes asking them clarifying questions” (p. 45).

One of the advantages of observation in a school setting (as in other settings) is that during the observation process “observers may be able to see what participants cannot, and [this] gives us information on those members of the school community who are unable or unwilling to take part in the interview or fill in questionnaires” (Foster, 1996, p. 13). I spent two weeks at each school and watched how the three teacher leaders engaged in leadership roles in their schools using a school observation schedule (see Appendix 6) and teacher leadership observation schedule (see Appendix 7). I also observed the three schools’ methods of conducting their staff meetings. As Moyles (2007) contends, the observation method is useful and “most effective when combined with other forms of data-gathering, for example interviewing or questionnaires and offers the opportunity for findings to be validated through triangulation” (p. 250). Kelly (2007) explains data triangulation as the use of a variety of data sources in a study. Observation can also record whether people act differently to what they say or intend (Walliman, 2001). This method helped me to observe whether what the teacher leaders said during interviews was what happened in practice.

3.5.4 Document analysis

The final method that was used to collect data was document analysis. According to Fitzgerald (2007), document analysis is “a form of qualitative analysis that requires readers to locate, interpret, analyse and draw conclusions about the evidence presented” (p. 279). Kelly (2007)

asserts that documentary sources “can be useful in all forms of qualitative research” (p.316). In my study, different documents such as the year programme and minutes of the meetings (staff, phase, and subject) were examined to see how teacher leaders engaged in leadership roles in the three schools. As a consequence, I agree with Fitzgerald (2007) who states that:

document from schools can provide valuable information about the context and culture of these institutions and frequently provide another window for the researcher to read between the lines of official discourse and then triangulate information through interviews, observations and questionnaires (p. 278).

Fitzgerald (2007) further states that “one of the advantages of documentary research is that documents have been produced and preserved as a record of the past” (p. 280). According to Nieuwenhuis (2010), document analyses “focus on all types of written communications that may shed light on the phenomenon that you are investigating” (p. 82). In my study, the documents were analysed to find out how teacher leaders in the past had taken up leadership roles at each school, whether they had chaired the meetings and how they involved themselves in decision-making at the school. The trimester return document helped me to find out how each of the three schools performed academically in the past four years. The documents I examined at each school gave me an idea of how the principals of the three schools distributed leadership roles in their schools, prior to my visit.

3.6 DATA ANALYSIS

This section presents how the quantitative and qualitative data gathered were analysed. As with the original study, I used two levels of analysis to analyse the data. Data analysis, according to Blanche, Durrheim and Kelly (2007) “involves reading through your data repeatedly, and engaging in activities of breaking the data down (thematising and categorising), and building it up again in novel ways (elaborating and interpreting)” (p. 322). Both quantitative and qualitative data analyses were used to analyse the data. The Statistical Package of Social Sciences (SPSS) was used to analyse the quantitative data while the qualitative data were analysed thematically using the zones and roles of teacher leadership (Grant, 2008) (see Appendix 12).

3.6.1 SPSS analysis

SPSS is a computerized data analysis package that provides access to a range of statistical analysis processes and data management. It assisted me to extract the demographic information about the secondary participants and to interpret the findings of the research questions. I used descriptive statistics “to describe basic patterns in the data” (Newman, 2006, cited in Khumalo, 2008, p. 52). According to Gaur and Gaur (2006), descriptive statistics involves “numerical and graphical methods used to summarize data and bring forth the underlying information, which includes measures of central tendency and measures of variability” (p. 37).

For Cohen *et al* (2007), descriptive statistics “describe and present data in terms of summary frequencies, including the mode, mean, median, minimum and maximum scores, range, variance, standard deviation, and others” (pp. 503-504). Thus, descriptive statistics is useful because it presents the data in a summary form. Tables were used to present the data. Bryman and Cramer (1997) recommend another useful principle to be applied to data presentation that “the percentage in the figure are rounded up or down to a whole number using the simple rule that 0.5 and above are rounded up, and below 0.5 are rounded down to make the table easier to read and understand” (cited in Khumalo, 2008, p. 65).

3.6.2 Grant’s (2008) zones and roles model of teacher leadership

Thematic content analysis and, in particular, Grant’s (2008) model of teacher leadership was used to analyse the qualitative data. I adopt thematic content analysis which is according to Anderson (1992) “a descriptive presentation of qualitative data” (p. 1). Similarly, Cohen *et al* (2007) define content analysis as “the process of summarising and reporting written data – the main contents of data and their messages” (p. 475). This is also similar to Nieuwenhuis (2010) who defines content analysis as “a systematic approach to qualitative data analysis that identifies and summarises message content” (p. 101). The zones and roles of teacher leadership helped me to understand how and when teacher leadership was enacted in each of the three schools. This model of teacher leadership was discussed in Chapter Two. Although it was drawn up in the South African context, I argue that it is also applicable in other contexts, including Namibia, in providing a visual depiction of how teacher leadership can operate in schools.

3.7 ETHICAL CONSIDERATIONS

In line with the original study, ethical principles were considered during the research process. Cohen *et al* (2007) define ethics as “a matter of principled sensitivity to the rights of others, and that while truth is good, respect for human dignity is better” (p. 58). I used Verma and Mallick’s (1999) advice that:

the participants in a research study have the right to be informed about the aims, purpose and likely publication of findings involved in the research and of potential consequences for participants, and to give their informed consent before participating on research (p. 147).

They further stress that “participants have the right to withdraw from a study at any time” (p. 149). Kumar (1999) also warns researchers not to reveal the source that provides the information collected. As a researcher, I followed these recommendations. The study was thus guided by ethical principles to ensure that the rights of the research participants were protected, their autonomy respected, anonymity ensured and that the research study did not harm any participant or any other people. All the research participants were provided with the consent form to sign, which indicated that they could withdraw from the study at any time, and that they had the right to receive clear explanations of what I expected from them. The information the research participants provided was treated as confidential and each school was provided with the summary of the research findings. I also applied and was granted ethical clearance from the Research Office of the University of KwaZulu-Natal (see Appendix 1) before I started with the collection of the data from the three selected schools.

To protect the anonymity of participants and schools, pseudonyms were used. The teacher leaders at each of the three schools were referred to as Teacher Leader 1, Teacher Leader 2 and Teacher Leader 3. The names of the schools were not mentioned either, rather, they were referred to as School A, School B and School C. Permission to record the data during the interviews was requested from and granted by the participants before the data collection process commenced.

3.8 TRUSTWORTHINESS IN MY STUDY

Various instruments were used to collect rich and coherent data. These instruments included questionnaires, focus group interviews, individual interviews, observation, journal entries and document analysis. This helped me to triangulate the data to strengthen my research and enhance trustworthiness. Triangulation is “fundamentally a device for improving validity by checking data, either by using mixed methods or by involving a range of participants” (Bush, 2007a, p. 101). To Cohen *et al* (2007), triangulation is the use of more than one data collection method in the study to examine features of human deeds. They identify six types of triangulation, and their characteristics. Amongst these six types of triangulation, I chose the methodological triangulation, “which uses either the same method on different occasions or different methods on the same object of study” (Cohen *et al*, 2007, p. 142). Methodological triangulation is useful because it:

increases the concurrent, convergent and construct validity of research, enhance the trustworthiness of an analysis by a fuller, more rounded account, reducing bias, compensating for the weakness of one method through the strength of another, and [assist] in testing hypotheses (Gorard and Taylor, 2004, p. 43).

Cohen *et al* (2007) identify two categories of methodological triangulation which include “within methods’ triangulation and between methods triangulation. Within method’s triangulation concerns the replication of a study as a check of reliability and theory confirmation. Triangulation between methods involves the use of more than one methods in the pursuit of a given objectives” (p. 143). Using different methods enabled me to fill in the gaps left by some methods, as well as to obtain in-depth and rich information on the topic of my research.

3.9 LIMITATIONS

One of the limitations of a case study is that the case study results cannot be generalized due to the sampling method. This means that the results that I got from the selected schools cannot be

generalized because they represented those schools alone. The study was also limited because the schools selected were urban or semi-urban schools. I was unable to include a rural school due to a lack of time and money to access a more remote area.

A limitation of using questionnaires is the problem of non-response. In my study, some educators did not return the questionnaires I gave them. I also agree with Leedy and Ormrod (2005) who state that “even when people are willing to participate in a questionnaire study, their response will reflect their reading and writing skills and, perhaps, their misinterpretation of one or more questions” (p. 185). All the educators who participated in my study could read and write, but it was possible for them to misinterpret some of the questions in the questionnaire. The other challenge during the interview process was the absenteeism of some of the teacher leaders on the specific days I had arranged to interview them. As a consequence, I had to set another date for those interview sessions. Furthermore, some teacher leaders did not feel free to respond to the questions during the focus group interview because their views were no longer confidential. In addition, planned individual interviews were not conducted with the teacher leaders due to the time constraints of the teacher leaders. Finally, I agree with Singh (2007) who states that a limitation of the face-to-face focus group interview is interviewer partiality. The tone of my voice and the way I asked questions could have influenced the participants. I was conscious of looking at them when they were responding and nodding my head to prevent any bias arising from my response or reaction to what they were saying. It was also a challenge for me to lead the discussions by asking questions at the same time I was taking notes. Sometimes time was wasted because, when I was writing, I was unable to lead the discussions.

3.10 CONCLUSION

This chapter presented the methodology and methods used for my study. This study was done in a form of a case study of three schools in the Eenhana circuit. Three teacher leaders per school constituted the unit of analysis. I employed different instruments to collect the data, including, questionnaires, the semi-structured focus group interview, the semi-structured individual interview, observation, journal writing and document analysis. These methods were used to

explore the enactment of teacher leadership in the three selected schools and to investigate the factors that enhanced or inhibited this enactment. The use of different methods helped me to triangulate the data collected to strengthen my research and enhance the trustworthiness of my study.

Non-probability sampling, specifically purposive and convenience sampling, was used in the selection of the three public schools. Two levels of data analysis were also used and discussed, firstly, SPSS, which was used to analyze the quantitative data collected and secondly, thematic content analysis and, particularly, Grant's (2008) teacher leadership model of zones and roles which was used to analyze the qualitative data. Ethical considerations were also discussed, including the need to ensure that the information the research participants provided was treated as confidential. The chapter concluded with a presentation of the limitations of the study, in particular the shortcomings associated with the various methods of data collection employed.

The presentation of the three cases is dealt with in the next chapter, Chapter Four.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF THE CASES

4.1 INTRODUCTION

In this chapter, I present the results and findings of the three cases of teacher leadership in the study. To remind the reader, the aim of this study was to explore the enactment of teacher leadership and to examine the factors that enhanced and inhibited this enactment.

As mentioned in Chapter Three, I used the SPSS computer program to obtain the results of the quantitative data, and I used thematic content analysis and, in particular, Grant's (2008) teacher leadership model of zones and roles to analyze the qualitative data. For the purpose of coherence in this chapter, I will hereafter refer to Grant's (2008) model of teacher leadership as the model. In this chapter, I present my findings individually according to the three cases, i. e. each of the three schools in the study. In each case, the presentation begins with further detail of the school. This is followed by a presentation of each of the teacher leaders' profiles. Their views on teacher leadership and how they enacted teacher leadership in the case study school are then discussed. Finally, the enhancing and inhibiting factors to teacher leadership, experienced by the three teacher leaders in the case study school, are discussed.

In this chapter, I use the following codes to present the various participants and data collection methods in the study. Table one indicates the codes used.

DESCRIPTION	CODES
Teacher Leaders 1, 2, 3	TL 1, TL 2, TL 3
School Management Team	SMT
Principal	P
School Secretary	SS
School Management Team Questionnaires	SMTQ

Teacher Questionnaires	TQ
Focus Group Interview	FGI
Individual Interview	II
Journal Entries	JE
Observation Field Notes	OFN
Document Analysis	DA
Zones 1, 2, 3, 4	Z 1, Z 2, Z 3, Z 4
Roles 1, 2, 3, 4, 5, 6	R 1, R 2, R 3, R 4, R 5, R 6

Table 1: Codes

The section that follows presents the first case, a primary school in a small town which is in the Ohangwena region, School A.

4.2 THE CASE OF SCHOOL A

In this section, I begin with a description of school A and move on to the discussion of each of the three teacher leaders. The last part of this section presents factors that enhance or inhibit teacher leadership at school A.

4.2.1 Description of school A

School A is one of the modern English medium of instruction schools in the Ohangwena region. It is “*situated in the outskirts of the town*” (TL 1, JE 1). The school is divided into two phases, the lower primary phase (Grades 1-4) and the upper primary phase (Grades 5-7). To remind the reader, the school accommodates 563 learners, 16 educators, including the principal and the head of department (HOD), a secretary, a computer trainer and two institutional workers. Many of the learners at this school are orphans and vulnerable children (OVC) as expressed by TL 3. He stated that “*moreover, 50% of these learners are OVC which need more support*” (JE 1). This statement was supported by TL 1 who confirmed that “*[the] majority of our learners are OVC*”

come from informal resettlement” (JE 1). TL 2 indicated also that *“the community reflects that it is full of OVC that are not cared for nutritionally, physically and education”* (JE 1).

My interview with the school secretary revealed that the learning areas offered at this school include English Second Language, Mathematics, Oshikwanyama (Mother Tongue), Social Sciences, Natural Science and Health Education, Elementary Agriculture, Religious Instruction, Arts, Life Skills and Physical Education (II, SS, 11 June 2010). This school is progressing in its academic achievements. The pass rate for the last four years that was captured on the annual trimester return documents of 2006-2009 indicate a steady high level (2006, 87.5%; 2007, 86.5%; 2008, 88%; 2009, 89.3%). I believe that the higher pass rate at this school was due to *“the conducive environment to teaching and learning created by the majority of teachers”* (OFN, p. 4).

School A is well equipped with facilities and modern technology. TL 3 indicated in his journal that School A *“is well equipped because it has enough buildings to accommodate learners at all phases, is well fenced, [it has] supporting machines like computers, fax line, photocopier machines, water and electricity as one [of] the basic needs”* (JE 1). This statement is supported by TL 2 who asserted that:

the school is well equipped in terms of technology. It has two photocopy machines, the Riso machine and the Hp machine. There are seven computers, six in the computer lab and one at the reception to be used with all the administrative work. These computers are connected to the internet (JE 1).

At the time of the study, the development of the school relied on annual school fees of N\$150.00 (the same value as the South African Rand) (II, P, 8 June 2010), which was paid by all the learners in all the phases. In addition, School A also relied on fundraising activities organized and controlled by the teachers to raise money for the school. This issue of fundraising activities was expressed by TL 2 as follows: *“the school held fundraising days at school to raise money for the school every term”* (JE 1).

The school has a minimal annual drop-out of not more than 1% (learners who lost interest in education) each year. According to the head of the school, *“some of the learners at this school travel long distances to and from school with the furthest distance of 5 kilometers every day”* (OFN, II, P, 8 June 2010). Although learners travel long distances, *“punctuality, discipline and attendance (teachers and learners) of school A is good”* (OFN, p. 3). In addition, learners at school A participated in leadership roles in the whole school. To illustrate, *“14 learners have to be selected, two per Grade, to monitor the school for the year. Each class has also two class captains to lead and monitor the class”* (OFN, p. 5).

School A is led and managed by a middle aged female principal who has, to date, served four years in that position. She uses a democratic leadership style to lead and manage her school as expressed by TL2: *“The head of the school exercises the democratic leadership style to say. Things are discussed within the staff members, management members and the school board [SB] will always be there to approve a proposal or to reject it”* (JE 1). TL 1 supported this statement by adding that *“we are more keen on team work and delegation than individual working”* (JE 1). Similarly, TL 3 confirmed this view saying *“this is a well known school with a spirit of team work among all the staff members and learners”* (JE 1). In addition, the survey data indicated that 100% of the SMT and 100% of the teachers also confirmed that all educators are able to take a leadership role in the school (SMTQ, TQ). During the staff meeting I attended at this school I observed that *“all the teachers are free to participate in the discussions of the issues in the agenda. The chair person and the secretary for the next meeting are selected at the end of the meeting”* (15 June 2010). To clarify, this selection process included all the teachers. TL 1 extended the discussion about teacher participation to include teacher participation in decision-making: *“All the teachers are involved in decision-making. Whatever you come up with it goes to the management of the school to be discussed. The SMT take it to all the teachers to give their ideas, and finally it goes to the final decision to the SB”* (FGI, p. 4). This view was confirmed by the survey data which indicated that all educators at this school agreed that the SMT allowed teachers to participate in school level decision-making with 100% of the SMT and 100% of the teachers in agreement (SMTQ, TQ).

There is a strong relationship between the staff and members of the SB at this school. SB members use to “*visit the school at the beginning and at the end of each term. They visit the school to encourage and acknowledge the staff members. During the parent meetings, SB members play a major role in chairing these meetings*” (OFN, II, P, 8 June 2010).

Having presented the context of School A, I now move on to present the first teacher leader at this school, TL 1.

4.2.2 TL 1: The curriculum developer

4.2.2.1 Description of TL 1

TL 1 is a female teacher aged 52 years. She is the oldest teacher at School A. She is a qualified teacher holding a Bachelor of Education Honours degree, specializing in languages. She has 29 years of teaching experience. TL 1 is not married. She is a committed teacher who works hard in her daily endeavour.

TL1 is a subject head of languages (English and Oshikwanyama), and teaches English Second Language (ESL) in Grades 5-7, Elementary Agriculture (EA) in Grade 7 and Life Skills in Grades 6-7. Teacher leader 1 exclaimed: “*I enjoy teaching most of the time because giving knowledge and sharing it with the young ones seemed to be a [good] thing most of the time*” (JE 1). When it comes to group work, TL 1 enjoyed working with intelligent groups. She stated: “*Sometimes groups are well balanced with the levels intelligence. These are the group one enjoys teaching. At times groups are made of slow learners and that is where one works really hard and the enjoyment of teaching vanishes sometimes*” (JE 1). TL 1 always focuses on her work in the classroom and in the school as a whole. With enthusiasm she summed up: “*I never give up*” (JE 4).

4.2.2.2 Views on teacher leadership

TL 1 understands that:

Leadership is actually something to do with leading in whatever form: being in front of, a group of one or two or more than two or three or a group of even up to a thousand. As a leader there are certain qualities that you have to meet, being a good listener, patience, sympathetic sometimes, but most importantly you must have aims and objectives in whatever you are leading as a leader, to be followed by those who are following you so that you can succeed in whatever you are doing (FGI, p.1).

For her, teacher leaders are "experienced teachers being in the fore-front at school in the class, with other teachers in the staffroom, around the school or in the community, and [who] render various services around them" (TL 1, JE 1). She believes that a teacher leader allows teaching and learning to take place in the class but beyond this she argued:

Wherever you go, people ask teachers to organize activities for them and find solutions. In the community, teachers are asked to be masters of ceremonies of a certain party or funerals. That is why you are always a leader in the school and in the community (FGI, p. 3).

4.2.2.3 How TL 1 enacts teacher leadership

The data indicated that TL 1 enacted leadership across the first three zones of the model. Firstly, TL 1 exercised leadership in the classroom (Z 1) during which time she continued to teach and improve her own teaching (R 1). The walls of her classroom were full of posters, pictures and notes related to the subjects she taught. Learners' tables and chairs in her class were "arranged in groups to encourage them engage [with] peers" (OFN, p. 4). When she is focused on achieving something, she asserted "I plan for a goal and find ways to follow that goal in order to succeed in what I take up as a duty" (TL 1, JE 4).

Secondly, TL 1 exercised leadership in the second zone in which she was working with other teachers and learners outside the classroom in curricular and extra-curricular activities. In this zone she took up the role of providing curriculum development knowledge (R 2) and she also led in-service education and assisted other teachers (R 3). As the head of languages she invited teachers who teach languages to “*meet and discuss and share ideas on issues related to their learning area*” (OFN, p. 4). This is an example of role two within this second zone. TL 1 also indicated in her journal that “*I drew up an English scheme of work and brought it up to my colleagues for discussions, inputs and outputs. The scheme of work seems to be the best document we are using so far*” (Z 2, R 2). TL 1 kept good time and motivated her colleagues to do the same, as well as to do their work. In this regard, she stated that “*I was always kind to be the reminder of time [in order] for my colleagues to finish with their schemes of work/programmes of the trimester and we always finish by the end of October or the first week of November*” (TL 1, JE 3). This is a further example of role three within zone two. This reminder by TL 1 motivated her colleagues to work hard and finish their scheme of work on time.

During my observation at this school, I saw that she continually reminded her colleagues to be on time at the end of break when they had to return to class. This was reflected in my field notes during my observations of the teachers as they enacted leadership in School A (OFN, 14-18 June 2010). The data indicated that TL 1 fulfilled the role of an adviser and counselor at School A. Teachers and learners with problems (personal and school related) were regularly referred to her for counseling or advice. She always listened patiently to people, as she explained: “*I always try to get to know people around me quickly*” (JE 4). She contended that “*when advice is needed I gladly give it if need be or when asked. These are what made me what I am*” (JE 4). This is another example of role three within zone two.

Thirdly, TL 1 exercised leadership outside the classroom in whole school development (Z 3). In particular, she was involved in organizing and leading peer reviews of school practice (R 5). To illustrate, she started a debating club in the school. According to her it was not an easy task to do. She stated “*It was agreed by all the teachers but when it came to the operating language to be used by the learners in a debate, nobody had an idea. So I researched everything and started the debating club, now it is full in force*” (TL 1, JE 2).

The other initiative TL 1 did was the fencing of the school garden where learners practiced some of their subjects they were learning (Elementary Agriculture, Natural Science and Health Education). She stated *“the other issue I took part was the fencing off of the garden, here we just needed little input and the garden is standing and used as it supposed to be”* (JE 5). This is another role within zone three.

TL 1 has been discussed. The next part presents TL 2.

4.2.3 TL 2: The Entertainment Organizer

4.2.3.1 Description of TL 2

TL 2 is a young female teacher aged 28 years. She is a trained teacher holding a Basic Education Teacher Diploma (BETD) and an Advanced Certificate in Education (ACE). She has three years of teaching experience. TL 2 is single and lives with her parents. She has four sisters studying at tertiary institutions, one brother doing Grade 12 and two cousins working in the capital (Windhoek). She expressed *“my family is such a happy, co-operative, well informed and well disciplined. We are trained in the household activities and we are still doing them because we are farmers to say”* (JE 1).

TL 2 is a Grade 4 class teacher, teaching all the learning areas in that grade. She stated that *“I enjoy teaching because in teaching I am also learning and exploring new things. I like working with people mostly the young minds that are open and ready to be filled and nurtured in all social and cultural development”* (TL 2, JE 1). TL 2 developed her career by being confident, committed, patient, exemplary, enthusiastic and motivated. She believed that *“being patient, confident, motivated and exemplary could make one an even better or the best leader”* (JE 4). TL 2 has knowledge and skills of *“literacy, numeracy, computer literacy, dancing, singing, planning, guiding, controlling, organizing and evaluation”* (JE 4). She understands that *“these knowledge and skills are the key aspects towards the achievement of [the] goals of a good leader”* (JE 4). For her, as a teacher leader *“you have some aims and objectives that you have to*

achieve. You have to work towards those aims and objectives. You have to find ways and means for you to reach for what you are aiming for and what you are highly want to get” (FGI, p. 3).

4.2.3.2 Views of teacher leadership

Teacher leader 2 understands that

Leadership has something to do with being in front of a group of people of either two or three to lead. Being a leader you have to plan, organize, control and guide in order to succeed and reach what you aim to get done in the work you are doing. A leader has to be exemplary to the people whom you are leading (FGI, p. 1).

For her teacher leadership means that:

In the classroom as a teacher leader I learn my lesson up to one aspect of leadership. I have to organize all the activities. I have to control and guide the learners when they are carrying out the activities. Outside the classroom, in the school ground there are activities that I have to lead or organize by leading a certain committee. As a head of that committee I have to make sure that it is performing (FGI, p. 2).

TL 2 argued that to be a teacher leader means that “*I am responsible for delivering and leading the school, classroom and learners that I am working [with]*” (TL 2, JE 1).

4.2.3.3 How TL 2 enacts teacher leadership

The data indicated that TL 2 enacted leadership across the first three zones of the model. Firstly, TL 2 exercised leadership in the classroom (Z 1) where she continued to teach and improve her own teaching (R 1). Her classroom was attractive because it was full of resources for the different subjects she was teaching, including posters on the walls. In her definition of teacher leadership, she indicated that “*in the classroom as a teacher leader I learn my lesson up to one*

aspect of leadership, organize all the activities, and control and guide the learners when they are carrying out the activities” (FGI, p. 2). This is an example of role one within the first zone.

Secondly, TL 2 worked with other teachers and learners outside the classroom in curricular and extra-curricular activities (Z 2). She led in-service education and assisted other teachers (R 3), and participated in performance evaluation of teachers (R 4). TL 2 *“played a role in determining those who worked hard and deserve some presents for [their] motivation, and [to] make sure that those who did not make it could be helped in other ways and do something”* (JE 3). This is an example of role three within zone two. She was also responsible for the moderation of assessment at the lower primary phase (Grades 1-4) in the school. TL 2 stated that *“I compiled all the assessments to make sure that the marks they ([lower primary teachers]) allocate to learners are really theirs”* (JE 3). This is another example of role four within this second zone.

Thirdly, TL 2 exercised leadership outside the classroom in whole school development (Z 3). She organized and led peer reviews of school practice (R 5). TL 2 revealed her initiative of planning a *‘funny day’* at school to raise money for the school *“in an easy way”* (TL 2, JE 2). She organized that *“every one should come to school wearing funny clothes (both teachers and learners). Every one had to pay for the funny outfit he or she was wearing (learner N\$1.00, and teachers N\$5.00). Anyone who comes to school dressing neatly or putting on the uniform has to pay for it (N\$2.00 for learners and N\$10.00 for teachers)”* (JE 2). Her initiative *“brought a huge amount of money to develop the school”* (JE 2). TL 2 stated that: *“I felt proud of myself and very happy that I did something that will benefit the future generation of our country because this money will be used to buy teaching aids and other educational needs”* (JE 2). This is example of role five within zone three. In addition, she also led learners on a cultural trip. She asserted *“I will be as a leader in this situation and I am entitled to make decisions for the group that I am leading”* (JE1). This is a further role within zone three.

The next part of this section presents TL 3.

4.2.4 TL 3: The extra-curricular activities organizer

4.2.4.1 Description of TL 3

TL 3 is a male teacher aged 31 years. He is a trained teacher holding a BETD, an Advanced Diploma in Education (ADE) and an ACE. He has six years of teaching experience in the lower primary phase, in which he was trained at the college. He is a single man living with his parents.

TL 3 is a lower primary teacher, teaching all the learning areas in Grade 4. He likes teaching occasionally *“because sometimes teaching is now turned to administration”* (JE 1). TL 3 is always *“consistent, exemplary, firm, fair, patient and keeps a sense of humor to his colleagues and to learners”* (JE 4). He believed that these aspects are crucial for *“the fundamental characteristics of leadership [in order] to bring people to work together effectively as a team”* (JE 4). TL 3 *“listens attentively to people and can manage time effectively”* (JE 4). For him the above mentioned knowledge and skills *“help you to perform to the maximum”* (TL 3, JE 4). TL 3 dressed professionally. He asserted that *“being professional always is something which dominates me”* (TL 3, JE 4).

TL 3 was not a committed participant in my study. He undermined some of the data collection methods I used, for example, he did not answer all the questions in the journal guide. Therefore, I did not get much information on how he enacted leadership at his school.

4.2.4.2 Views on teacher leadership

TL 3 understood that *“a teacher is a leader on [his/her] own. Teachers are always leaders especially at school and in the community itself because [they] always delegated to lead certain events [and] groups of people”* (JE 1). He further stated that *“when it comes to school, he/she is a leader of his classroom, whereby is expected to discipline, guide and to put order so that his/her learners can do well at the end”* (JE 1).

For him, *“a leader has to be an exemplary to all what you are saying in order to reach all the objectives that you set up. To be a leader you need to be unique because everybody has his/her*

own uniqueness leadership way of doing things” (FGI, pp. 1-2). He viewed teacher leadership as: *“one way of leading either your classroom whereby you are always in control, a main guider of leading the class, setting up the rules, what you want your learners to be able to achieve”* (FGI, p. 2). TL 3 also expressed that: *“teacher leaders cannot only lead in the class, but they are also leaders in the whole school.”* (FGI, p. 2). He further argued: *“as a teacher leader you have to show your leadership to your colleagues by using your uniqueness way of leadership when leading the committee to achieve what you are aiming for”* (FGI, p. 2).

4.2.4.3 How TL 3 enacts teacher leadership

TL 3 enacted leadership across the first three zones of the model. He exercised leadership in the classroom (Z 1) where he continued to teach and improve his own teaching (R 1). Firstly, TL 3 had the knowledge of *“how to deal with a problem, how to handle learners’ absenteeism and how to create an effective learning environment in his class”* (JE 4). His class had *“posters with pictures and notes of all the learning areas he is teaching”* (OFN, P. 4). This is an example of role one within the first zone.

Secondly, TL 3 worked with other teachers and learners outside the classroom in curricular and extra-curricular activities (Z 2). He provided curriculum development knowledge to teachers and learners (R 2) and participated in performance evaluation of teachers (R 4). Apart from his classroom duties, TL 3 was a chairperson of some committees in the school. He asserted *“at school I am heading the sports committee and entertainment committee and many more which I am serving”* (JE 1). This is an example of role two within the second zone. TL 3 was also a member of the promotional committee, with the responsibility of *“setting up the passing requirements, [and] checking all lower primary continuous assessment (CA) marks recorded by each teacher”* (TL 3, JE 3). This is another example of role four within the second zone. By leading and controlling these committees TL 3 expressed: *“I feel unique, special and proud”* (JE 3).

Thirdly, TL 3 enacted leadership outside the classroom in whole school development (Z 3). He organized and led peer reviews of school practice (R 5). TL 3 also organized a

tournament at school in order to raise funds to develop the school. He expressed “*as a head of the sport committee I have brought up an idea of sports day and tournament whereby we organize a tournament at school in order to raise funds for the school*” (JE 2). This is an example of role five within the third zone. TL 3 felt proud and happy because “*it was a successful event and it helped our learners to understand sports in context*” (JE 2). He further stated that: “*everybody at school was happy with how things were done and it was declared to be an annual tournament*” (JE 2).

4.2.5 Factors that prevent teacher leadership in School A

Teacher leaders at School A experienced mostly educational barriers to teaching and learning rather than barriers to teacher leadership. Very few barriers to teacher leadership were noted. Teacher leader 1 indicated in her journal that “*time is limited*” (TL1, JE7). Time was the main barrier experienced with regard to teacher leadership at School A. I noted also that it was difficult for the teacher leaders at this school to find interview time for me. Because their time was limited, the interview session did not last as long as planned and individual interviews did not take place at all. Teacher leaders at this school were over-occupied by school and classroom work. I agree with Leithwood, Jantzi and Steinbach (2000) who argue that “teacher leadership is inhibited by the lack of time” (p. 117), because teacher leaders are not given enough time to exercise leadership roles. However, with regard to an additional barrier to teacher leadership, 29% of teachers in the staff survey confirmed that teachers resisted leadership from other teachers. This view was not mentioned by any of the three teacher leaders at this school.

School A not only had factors that prevented teacher leadership, but factors that supported teacher leadership were also evident.

4.2.6 Factors that support teacher leadership in School A

4.2.6.1 The principal of School A as a leader of leaders

The principal of School A allowed teachers to come to the forefront, as she relinquished some of her control. This allowed teachers to take up leadership roles, as noted by O' Donoghue (2010): "Principals need to step back in order to encourage teacher colleagues to step forward and take advantage of opportunities created for them to develop their leadership capabilities" (p. 98).

The results of the staff survey conducted at this school supported this statement by strongly agreeing that teachers are allowed to try out new ideas with 100% of the SMT and 100% of the teachers confirming this (SMTQ, TQ). There was also general disagreement of the staff surveyed, with the statement that only the SMT takes initiative in the school, with 85% of the teachers refuting this (TQ). TL 2 also recorded in her journal "*everything in the school is communicated to everyone*" (JE 1). She further stated that teacher leadership should be enhanced and should become familiar "*through awarding, motivating (external and internal) the teacher will grow and again through delegating the teacher will learn and get used*" (JE 6). TL 1 understood that "*teacher leadership can be promoted by the teacher himself or herself through hardworking and commitment in his or her daily endeavour*" (JE 6).

4.2.6.2 The Culture of School A

TL 1 stated that: "*the culture of our school is to delegate. Leadership roles are distributed amongst all the teachers in the school*" (FGI, p. 4). Similarly, TL 3 noted in his journal "*things are done by means of helping one another and working together as a team. Co-operation is travelling at school*" (JE1). Team work at School A was also supported by the staff survey with 100% of the SMT and 100% of the teachers agreeing that this was the case (SMTQ, TQ). During the staff meeting, I observed that teachers were co-operating with each other to find solutions to problems (OFN, 17 June 2010). In this way teacher leadership was promoted and teachers were encouraged and empowered to lead.

School A has been discussed. The next section presents the findings of the second case, a combined school in a semi-urban area, School B.

4.3 THE CASE OF SCHOOL B

This section describes School B from the data, followed by the discussion of the enactment of leadership by the three teacher leaders. Lastly, the enhancing and inhibiting factors with regard to teacher leadership at School B are dealt with.

4.3.1 Description of School B

To remind the reader, School B is a combined school covering Grades 1-10. It is *“located in a semi-urban area, five to six kilometers south of the town”* (TL 3, JE 1). The school is divided into three phases, the lower primary phase (Grades 1-4), the upper primary phase (Grades 5-7) and the junior secondary phase (Grades 8-10). To reiterate, School B accommodates 352 learners, 13 educators, including the principal and the HOD, one secretary and one institutional worker. The majority of parents at this school are unemployed. This was confirmed by TL 2 who expressed that *“most of the learners at this school are from low-income families. A lot of learners are orphans and need special care”* (JE 1). The school secretary supported this view during the interview, stating that *“many of our children are OVC and some of them are unable to pay the school development fees”* (II, SS, 13 July 2010).

The school secretary further revealed that the learning areas offered at School B include English Second Language, Oshikwanyama, Mathematics, Social Science, Natural Science and Health Education, Elementary Agriculture, Religious Instruction, Arts, Life Skills and Physical Education for Grades 1-7 (lower primary and upper primary phases). The subjects that are taught in Grades 8-10 include English Second Language, Oshikwanyama, Mathematics, Physical Science, Life Science, History, Geography, Development Studies, Art, Religious and Moral Education and Physical Education (II, SS, 13 July 2010). The medium of instruction for School

B is Oshikwanyama for the lower primary phase and English for the upper primary and the junior secondary phases.

The standards of School B in terms of academic achievement were satisfactory, but not good. The annual pass rate for the previous two years showed that in 2008 the school had a pass rate of 63, 6% while in 2009 the percentages dropped up to 52% (DA). TL 1 stated that “*the school has water, electricity, books, computers, and a copy machine, but when it comes to performance it does not perform well*” (JE 1). TL 3 confirmed that “*learners fail to perform up to standard*” (JE 1). Some of the reasons causing low performance could be the “*lack of resources, especially at the junior primary phase (Grades 8-10) and long distances [to school] for both teachers and learners*” (OFN, p. 1). In support of this view, TL 3 also noted the reasons for the low performance at School B as being “*lack of facilities and long distances*” (JE 1). The long distances travelled by teachers at School B were noted by TL 2 who stated that “*the school has enough teachers but they suffer from long distances*” (JE 2). For TL 1, learners performed poorly because “*the school has been without a principal for three years, maybe it could be one of the reasons why it is not performing well*” (TL 1, JE 1).

The resources for School B are limited. This statement was supported by TL 2 who expressed that the school has “*no textbooks, no science/laboratory materials, insufficient furniture, no money to buy printing papers and ink, no communication facilities*” (JE 1). TL 3 also asserted that “*the school does not have enough learning materials more especially textbooks for most of the subjects, the library for the school is not well equipped with reading materials*” (JE 1).

Like School A, the development of School B at the time of the study also relied on the annual school fees of N\$55-00 for the lower primary phase, N\$75-00 for the upper primary phase and N\$135 for the junior secondary phase, which was paid by all the learners (II, P, 15 July 2010). School B did not experienced high percentages of learners dropping out of the school. The annual average drop out for last year was 2% (learners who lost interest in education) (DA).

School B is led and managed by a young male principal who had served two months in that position. He uses an autocratic leadership style to lead and manage the school, as TL 1

exclaimed: “*once the new principal came, things changed and they are just autocratic. There is no democracy; [however] I understand that the only way to overcome a problem is when you are working as a team*” (JE 1). In supporting this view, TL 2 noted that:

what I see is a lack of involvement of other teachers. I am still using to get to know the new principal. The structures of the committees are changed, members of the SMT are reduced, when people are addressing something the SMT is not involved it is only the principal’s idea (FGI, p. 2).

In addition, TL 1 stated that in “*all the staff meetings so far the principal comes up and says what he want to be done. Teachers get involved only when they ask questions [about] something which is not clear to them*” (FGI, p. 2). This view was also supported by the survey data in which 40% of the teachers disagreed that they participate in in-school decision making (TQ). In contrast, TL 3 expressed that “*democratic leadership is used at our school whereby people or other teachers or colleagues have the right to share ideas and have the right also to make decisions*” (FGI, p. 2). According to the survey data at this school, 100% of the SMT agreed that they encourage educators to participate in in-school decision-making (SMTQ). However, the staff meeting I attended at School B revealed that all the topics in the agenda were presented by the principal. Teachers only asked questions in order for the principal to clarify where necessary (11 July 2010). TL 2 confirmed that:

even if the meeting is chaired by the teacher all the topics are only presented by the principal. Teachers are only coming in when they want to ask questions where they do not understand what the principal said. Chairing, as I understand, is to give [the] floor to different people to participate in something (FGI, p. 3).

TL 3 noted also that “*the principal draws [up] the agenda alone. He never comes to ask other’s ideas of what they need to be discussed*” (FGI, p. 3). According to the principal, the SB of this school “*is active and supportive. They attend the meetings when they are invited, they control also learners in the community and at school. They have good relationships with all the staff members and they handle school problems with care*” (II, P, 15 July 2010).

The description of School B has been discussed. I now move on to present TL 1.

4.3.2 TL 1: The classroom guide

4.3.2.1 Description of TL 1

TL 1 is a young female teacher aged 22 years. She is the youngest teacher at School B. TL 1 was trained at a college for four years, specialising in Mathematics and Science. She is a BETD holder with four months' teaching experience. TL 1 is a single woman, living with her grandparents on her mothers' side. She expressed that *“most of my family members are working in the Namibian Defense Force (NDF) and I am the only one become a teacher”* (JE 1).

TL 1 teaches Mathematics, and Natural Science and Health Education in Grades 5-7. TL 1 likes teaching occasionally. She stated that *“I do enjoy teaching occasionally because sometimes I am teaching a certain topic and learners are not responding. Sometimes they are responding but they do not understand. When it comes to marking, I do not enjoy marking”* (JE 1).

TL 1 is one of the teacher leaders who undermined some of the data collection methods. She did not complete her journal writing and only wrote very few entries. She was also problematic in terms of setting up interview dates. During the period I spent at this school, she was absent for more than two days. Therefore, I did not get much information on how she enacted leadership at her school.

4.3.2.2 Views on teacher leadership

TL 1 understands that leadership is *“a presence of co-coordinating the human and physical resources with the purpose of attaining any organization's objectives”* (FGI, p. 1). She further argued that *“being a leader means I am striving to what is good [for] the benefit of learners”* (JE 1). TL 1 viewed that *“teachers are leaders because a leader is a person who is directing others to certain objectives, and those are the responsibility of teachers as well”* (FGI, p. 2).

4.3.2.3 How TL 1 enacts teacher leadership

The data revealed that TL 1 enacted leadership in the first zone of the model only. She exercised leadership in the classroom (Z 1) by continued to teach and improve her own teaching (R 1). There were a few posters on the walls of her classroom, containing information on the subjects she taught. Her classroom was arranged in groups of six tables and chairs per group. TL 1 “uses the learner-centered method” (OFN, p. 4) when she taught. TL 1 stated also that “*nine learners (girls) in my class [were] touched (harassed) by the other learners (boys). I called these boys to ask them why they are doing that to [them]*” (JE 7). As a teacher leader, she found ways to solve that problem. These are examples of roles one within the first zone of the model.

This is all that TL 1 at School B contributed to the study. The next part presents TL 2.

4.3.3 TL 2: The time-table developer

4.3.3.1 Description of TL 2

TL 2 is a female teacher who is 33 years old. She is a qualified teacher holding a BETD. TL 2 has nine years of teaching experience. She is a married woman and a mother of two children, a boy and a girl. Her husband is studying at the University of Namibia.

TL 2 teaches Physical Science and Mathematics in Grades 8-10. She stated that “*I love teaching but I am not enjoying teaching mostly because kids at this school misbehave and very difficult to deal with. They also do not show interest in school work*” (JE 1). TL 2 is approachable, honest, self-confident and she has a desire of influencing people for the better. She believes that “*these skills build trusting relationships and can convince teachers to take right decisions*” (JE 4).

4.3.3.2 Views on teacher leadership

TL 2 was of the view that “*leadership is influencing*” (FGI, p. 1). She understands that a teacher leader is “*any teacher who can influence other people to a better performance in a certain duty*”

(TL 2, JE 1). TL 2 argued further that *“all teachers are leaders because every teacher has to influence somebody on something. Teachers are influencing learners to work hard. Teachers are also influencing other teachers. [Therefore], every teacher is just a leader”* (FGI, p. 1).

4.3.3.3 How TL 2 enacts teacher leadership

The data showed that TL 2 enacted leadership in the first three zones of the model. Firstly, TL 2 exercised leadership in the classroom (Z 1) in which she teaches and improves her own teaching (R 1). TL 2 noted that *“in my class I work as a teacher leader by motivating my learners to participate in school activities by being also part of the class. For example, when learners in my class play a drama, I also have to be part of it, acting”* (JE 7). She created a conducive environment to teaching and learning in her class by putting *“some posters of notes concerning the subjects she is teaching on the walls of the class”* (OFN, p, 4). TL 2 also motivated learners by *“giving them homework and class work which is also used for assessment purposes”* (OFN, p. 4). This is an example of role one within the first zone of the model.

Secondly, TL 2 exercised leadership in the second zone by working with other teachers and learners outside the classroom in curricular and extra-curricular activities (Z 2). She provided curriculum development knowledge (R 2) in the school by *“introducing English as a medium of instruction to lower primary grades”* (JE 5). Since the lower primary teachers were doubtful over whether it would work or not, TL 2 *“took a lead to be an English teacher for some grades to prove it”* (JE 5). She expressed *“it makes me feel proud of myself and of my colleagues trying to make things work out for the better but mostly proud of these children [being] able to do what I wanted them to do”* (JE 5). This is an example of role two within zone two.

Thirdly, TL 2 enacted leadership outside the classroom in whole school development (Z 3). She took up a role of organizing and led peer reviews of school practice (R 5). TL 2 is led the time-table committee. She noted in her journal: *“I lead others on how the timetabling must be done for the teaching to be friendlier for every teacher”* (JE 1). In addition she exclaimed that: *“in the past all the upper primary and junior secondary teachers met in one class for subject allocation and start to draw up a time-table. Teachers use to fight for periods until they got tired and left*

without finishing the time-table” (JE 2). TL 2 revealed her initiative by stating that “I initiated that only two teachers if not one should sit to draw up a time-table” (JE 2). She indicated that “I feel responsible for this initiative and get courage from the head of the school by supporting the idea” (JE 2). This is an example of role five within the third zone.

TL 2 has been discussed, and the next part presents TL 3.

4.3.4 TL 3: The sport organizer

4.3.4.1 Description of TL 3

TL 3 is a male teacher aged 45 years. He is a BETD holder with 20 years of teaching experience. TL 3 is a married man and a father of seven children, four boys and three girls. His wife is not working, and she takes care of their children.

TL 3 is a Grade 8 class teacher, teaching History in Grades 8-10, Arts, and Religious and Moral Education in Grades 8-9, and Elementary Agriculture and Life Skills in Grades 5-7. TL 3 recorded that *“I am really enjoying teaching more especially History as it is part of my field of study” (JE 1)*. He did not have enough knowledge and skills in some subjects he is teaching, as he explained: *“in some subjects like Art, Life Skills [and] Religious and Moral Education, I am less enjoying them since I do not have much experience on them. I tried [to] teach them as they enhanced skills and knowledge in the learner’s daily life” (JE 1)*.

TL 3 became a quality teacher leader by being *“self-motivated, dedicated, hard working, creative, sympathetic and well prepared” (JE 4)*. He indicated also that *“I need to contact and attend many workshops as possible, and to read more educational management materials and educational policies while in and out of the school” (JE 4)* to become a better teacher leader. TL 3 believed that *“further study on educational management enables a teacher leader to gain leadership qualities” (JE 4)*.

4.3.4.2 Views on teacher leadership

TL 3 was of the opinion that *“leadership sometimes involves qualities to lead others. As a leader you have to be patient and listen very well to your followers”* (FGI, p.1). He understands that *“as a teacher leader you have to lead the learners by organizing or influencing them on some knowledge and guide them on how to do things, so you are leading them”* (FGI, p. 1). TL 3 further argued that *“as far as I understand, a teacher leader is someone [who] acquires knowledge and skills on how to deal with learners and leads them on how to do activities”* (JE 1). He believes that a teacher leader *“could [also] organize parent-community meetings where they discuss the goal of education and lead the parents towards the goals and aims of their children”* (JE 1).

4.3.4.3 How TL 3 enacts teacher leadership

The data indicated that TL 3 enacted leadership roles across the first three zones of the model. Firstly, TL 3 exercised leadership in the classroom (Z 1), when he continued to teach and improve his own teaching (R 1). He expressed in his journal that *“the classroom is inviting with subject related posters, the cupboards are neat and orderly packed, the classroom is neat and clean and well ventilated, and suitable textbooks and reading materials are available”* (JE 7). On a visit to his classroom, I observed that there were posters of pictures and notes on the walls of his classroom which were related to the subjects he was teaching. This is an example of role one within zone one. During the last term of the academic year, TL 3 did revision of the subjects he taught. He stated *“I decided to focus on revision during the forth term because some learners seemed not to understand some of the terms and terminology [and] I have almost covered all the topics”* (JE 3). This is another example of role one within zone one. TL 3 also improved his teaching by bringing *“more enjoyable activities into my lesson. There would be greater learners’ involvement and this in turn leads to more understanding”* (TL 3, JE 3). This is a further example of role one within zone one.

Secondly, TL 3 exercised leadership outside the classroom working with other teachers and learners in curricular and extra curricular activities (Z 2). He took up the role of providing curriculum development knowledge to teachers and learners (R 2). TL 3 asserted that *“as a*

teacher leader, I organize sport activities like boxing. I used to give them [learners] training and lead them to tournaments in the local town, secondary schools and Okapuka [regional] (JE 1). This is an example of role two within the second zone. TL 3 ensured also that “*teachers responsible for sport activities should be serious and active to lead their teams to the field and to all sport activities*” (JE 7). This is another example of role two within zone two.

Thirdly, TL 3 exercised leadership outside the classroom in whole school development (Z 3). He took up the role of participating in school level decision-making (R 6). TL 3 noticed a problem of the unnecessary movements of learners between classes and the toilet during lessons. As a consequence, these learners missed their lessons and disturbed periods. TL 3 expressed that:

I decided to provide new cards to every class captain of each class in order [for] them to give it to any learner who needs to visit the toilet. Anybody found outside without a card means no permission, and resulting in punishment, by any teacher who find him or her [outside] (JE 2).

TL 3 felt strongly positive because his initiative worked and the unnecessary movements of learners were minimized. This is an example of role six within the third zone. At the beginning of the academic year in the first term, TL 3 “*gathered learners in the early morning to read and [highlight] the school rules to be adhered to every learner at school*” (JE 5). This is another example of a role within zone three.

TL 3 has been discussed. The study now deals with the factors that support or hinder teacher leadership at School B.

4.3.5 Factors that prevent teacher leadership in School B

Teacher leaders at School B experienced educational barriers to teaching and learning and barriers to teacher leadership.

4.3.5.1 The principal as a barrier to teacher leadership

One of the barriers to teacher leadership was the principal. TL 1 indicated in her journal that *“things are not being discussed by the teachers, neither the SMT is not called in to discuss matters concerning the school. So [there] is just a ‘do this’ culture without discussion”* (JE 1). I also observed that the principal of School B made decisions alone without teachers’ involvement and simply *“informed them on what he has already decided”* (OFN, p. 4). To clarify, during the staff meeting, there were no discussions. The principal only informed teachers what they must do.

4.3.5.2 Teachers as barriers to teacher leadership

The other barrier to teacher leadership experienced at this school was teachers’ resistance to change. TL 2 noted that *“some teachers are not ready to face challenges. They think that changes are being introduced to kick them out of the system. Thus, they may refuse to change”* (JE 6). In addition to this point, the staff survey revealed that 60% of the teachers agreed that teachers resist leadership from other teachers (TQ).

School B did not only experienced factors that prevent teacher leadership, but factors that supported teacher leadership were also noted.

4.3.6 Factors that support teacher leadership in School B

School B has a culture of *“coming together every Monday and Friday morning before classes, to sing together and pray”* (TL 2, JE 1). Teachers supervised learners every day *“to ensure the smooth running of the school activities, control movements of learners when they come to school, during lessons and after break time”* (TL 2, JE 1). I observed also that *“all the teachers at School B had the responsibility to arrange learners in queues during the Morning Prayer”* (OFN, p. 3). TL 3 indicated that teacher leadership can be promoted if teachers *“work hard and set good examples as well as [remain] committed to all [their] work in an organized manner”* (JE 6).

The section above discussed the second case of the case study, School B. I now move to the next section which presents the last case, School C, a senior secondary school in town.

4.4 THE CASE OF SCHOOL C

In this section I present the description of School C first, and then I move on to discuss the enactment of leadership by each of the three teacher leaders. Lastly, factors that prevent or support teacher leadership at School C are presented.

4.4.1 Description of School C

To remind the reader, School C is one of the few senior secondary schools in the Ohangwena region, situated in a small town and offers education for Grades 8-12. To reiterate, School C has a capacity of 1043 learners, 32 educators, including members of the SMT, two secretaries and more than twenty institutional workers. Learners' economic backgrounds at School C are varied as are their ethnic backgrounds. TL 1 indicated that *“some [learners] are from marginalized group, others are middle income families while others [again] are from high income families”* (JE 1). This statement was supported by TL 3 who asserted that: *“since the school accommodates learners countrywide, learners have different socio-economic backgrounds. Some came from unsupportive environments, some from disadvantages families while others are from well families”* (JE 1). TL 2 confirmed this also stressing that *“some learners at this school are from unsupportive environments and disadvantaged families while others are from rich families where their parents use to earn higher incomes”* (JE 1).

The administrative school secretary revealed that the subjects offered at School C include Accounting, Agriculture, Biology, Business Studies, Economics, English Second Language, Geography, Entrepreneurship, History, Life Science, Mathematics, Oshikwanyama, Physical Science, Religious and Moral Education, Art, Basic Information Science and Development Studies (OFN, II, SS, 28 June 2010). School C is among the best-performing schools in terms of

academic achievement in the Ohangwena region. The annual pass rate for the previous four years was as follows: 91% in 2006; 93.5% in 2007; 95.6% in 2008; and 97% in 2009 (DA).

School C is well equipped with resources. The school *“has enough classes, two laboratories for Physics, one laboratory for Biology and a library”* (OFN, p. 1). TL 1 added that *“the school has photocopiers, computers, [and] a library with few books”* (JE 1).

According to the principal, *“learners pay school fees of N\$360-00 per annum, which is used to develop the school. This fee is paid three times at the beginning of each term”* (Namibia’s education system has only three terms) (OFN, II, P. 1st July 2010). The school also held fundraising activities such as a bazaar to raise fund for the school. Learners *“bring different traditional food and drinks to school and sell them to get money”* (OFN, p. 2). The other method used by the educators of School C to develop the school is by *“asking for donations in any form (paints, a door [or money])”* (TL 2, JE 2).

School C had an annual drop out of not more than 2% each year of learners who got pregnant (DA). The principal also indicated that *“most of the learners stay in the hostel and few of them are based in their houses within five kilometers, in or near the town”* (OFN, II, P, 1st July 2010). This view was supported by TL 3 who expressed that *“a large number of them [learners] stay in the hostel”* (JE 1). Although some of the learners lived outside the hostel, punctuality and attendance at this school was very good.

School C is led by a male principal who, at the time of the study, had served seven years in that position. He uses a *“democratic leadership style to lead and manage the school, but there are times when an autocratic leadership style involved”* (OFN, p. 4). In support of this, TL 1 stated that *“teachers have the right to air their views on issues they do not feel comfortable. But in some instances autocratic leadership can be applied where necessary if the situation is getting out of hand [in order] to rectify it”* (FGI, p. 3). Similarly, TL 2 confirmed that:

democratic leadership is used in our school. The SMT always is seeking for the views from other teachers. Every teacher has a chance in order to say something,

either to be accepted or opposed, but they [teachers] have freedom of speech (FGI, p. 3).

The majority of educators at this school supported this view as indicated by the staff survey when 100% of the SMT and 75% of the teachers agreed that teachers are allowed to try out new ideas (SMTQ, TQ). In addition, educators indicated that all educators can take a leadership role in the school with 100% of the SMT and 75% of the teachers agreeing with this statement during the staff survey. This view was confirmed when I observed a staff meeting: *“different topics in the agenda were presented by different teachers. Every teacher was responsible for the topic he or she put on the agenda”* (6 July 2010). Problems were discussed and solved by all the teachers. The staff survey also confirmed this whereby 100% of the SMT and 62% of the teachers agreed that teachers participated in school level decision making (SMTQ, TQ). TL 3 also noted that *“all teachers are involving in decision-making. Teachers give their views and problems or ideas to be discussed and find solutions together”* (FGI, p. 4).

In addition to teachers' involvement in leadership at School C, learners also participated in leadership roles in the whole school. To clarify, *“20 learners make up the Learners' Representative Council (LRC) in the school, with two of them, the head boy and the head girl represented on the SB. Each class has also two class captains to monitor classes when teachers are not available”* (OFN, p. 4).

The description of School C has been discussed. The next part presents TL1.

4.4.2 TL 1: The committed educator

4.4.2.1 Description of TL 1

TL 1 is a married man aged 35 years. He has two children, a boy and a girl, both are under the age of four. TL 1 holds a Bachelor of Education Honours Degree, specialising in Educational Management, Law and Systems. TL 1 is a subject head of languages and a cluster facilitator for

English subject. He teaches English in Grade 12. TL 1 enjoys teaching, as expressed in the following excerpt:

I believe it is a calling, learners are exciting, teachers are helpful and supportive, [and] the subject I teach is enjoyable. Besides it is a family career, we are five teachers from the same mother and father. In addition, our grandfather was a teacher (JE 1).

TL 1 is a hard worker who is confident enough in whatever he is doing to make sure that he succeeds. He stated that “*this helps me to work as an independent person with courtesy and to cooperate with others in different circumstances. [I am also] assertive and approachable and has problem-solving skills*” (JE 4).

4.4.2.2 Views on teacher leadership

TL 1 understands that:

leadership means to lead, to make sure that things are done, to be at the fore front, to make sure that you got some people to follow on what you are doing, and carry out the activities according to the way you are directing them, to achieve the aims and objectives you are setting (FGI, p. 1).

He argues that:

all teachers are not leaders. Some teachers are being just followers, as long as they follow because they do not have that career at heart. What they are doing is not actually because they love the job, but they do it as an opportunity to get paid. Some teachers are only simply job seekers (FGI, p. 1).

TL 1 added that “*teaching is an effective way [to transmit], not only the subject content but also discipline, as well as general life skills*” (JE 1).

4.4.2.3 How TL 1 enacts teacher leadership

The data indicated that TL 1 enacted leadership across all four zones of teacher leadership. Firstly, TL 1 exercised leadership in the classroom (Z 1), when he continued to teach and improve his own teaching (R 1). TL 1 created “*a conducive environment in his class for teaching and learning to take place effectively*” (OFN, p. 3), by putting different resources concerning the subject he was teaching on the walls of his classroom. This is an example of role one within the first zone of the model.

Secondly, TL 1 worked with other teachers and learners outside the classroom in curricular and extra-curricular activities (Z 2). In this zone he provided curriculum development knowledge (R 2) and he participated in the performance evaluation of teachers (R 4). As a sport organizer, TL 1 expressed:

I am working with teachers who are heading different sport codes. I have to make sure that coaches of different sport codes get the necessary materials or equipment for them to make sure that they excel in their codes, and [to] do follow-ups [on others] (JE 7).

This is an example of role two within the second zone of the model. TL 1 is also a moderator of end of year examinations in the department of languages. In this regard he stated: “*I had to moderate end of year examination for teachers, as well as checking the continuous assessment (CASS) marks for all nine tutors in my department*” (JE 3). This is another example of role four within the second zone of the model.

Thirdly, TL 1 exercised leadership outside the classroom in whole school development (Z 3). He took up the role of organizing and leading peer reviews of school practice (R 5) and participated in school level decision-making (R 6). TL 1 stated that “*I am heading debate whereby I make sure that learners are exposed to different current affairs and how they would solve different problems in their lives*” (JE 1). This is an example of role five within zone three. TL 1 also “*developed [the] departmental budget; [the] scheme of work for English; [the] subject policy*

guide; and reviewed the school budget” (JE 5). This is another example of role five within zone three.

TL 1 further developed the school by establishing the school magazine. He stressed that: *“I took an action to make sure that the school has its own magazine, regardless of the negative comments from my colleagues. I have to make sure that it is released for the first time in the school”* (TL 1, JE 2). TL 1 expressed that this initiative made me feel *“confident about myself and the negative criticism (from colleagues) had strengthened me more and developed my driving force to make sure [that] I do it even much better”* (TL 1, JE 2). This is a further example of role five within the third zone. In addition, TL 1 indicated that he counseled learners at school. He explained *“I am also a counselor at school whereby I listen to different problems that learners have and try by all means to make sure that they leave my office satisfied”* (JE 1). This is an example of role six within zone three.

Fourthly, TL 1 exercised leadership between neighbouring schools in the community (Z 4). He took up the role of providing curriculum development knowledge (R 2). TL 1 expressed that *“as a cluster English subject facilitator, I invite [people to] meetings, organize venues, find facilitators, research information and compile reports”* (JE 7). This is an example of role two within zone four.

TL 1 has been presented. The next part deals with TL 2.

4.4.3 TL 2: The all-rounder

4.4.3.1 Description of TL 2

TL 2 is a male teacher aged 30 years. He indicated in his journal that he is from *“an extended family”* (JE 1). TL 2 is a Bachelor of Education and Master of Education holder, with 11 years of teaching experience. TL 2 teaches Geography and Development Studies in Grades 11-12. He stated that *“teaching is enjoyable to me”* (JE 1). TL 2 is honest, and has integrity, passion, kindness and perseverance. He exclaimed: *“I regard myself to be always adhering to ethics in*

executing my duties as a leader” (JE 4). TL 2 added that “I treat my colleagues and learners fairly, in the same way I would like to be treated” (JE 4).

4.4.3.2 Views on teacher leadership

TL 2 understands that:

leadership is when a person is a manager in order to control either a certain organization or either in a certain area, while on the other side we can say that the leader is also the organizer (FGI, p. 1).

His view is that teacher leadership takes place *“when the teacher has the responsibility to control his or her learners either in the classroom or in a school as a whole” (FGI, p. 1).* TL 2 further argues that: *“it does not mean that all of us as teachers by profession are leaders, only some. Some teachers are just doing their work in [the sense] that they have to work to earn something for them to survive” (FGI, p. 1).* He believed that *“it is also the qualities that make a teacher a good leader” (TL 2, JE 1).* In addition, TL 2 added: *“generally we expect that all the teachers must be leaders in order to come up with the structure of the class, how he or she organizes or manages his or her classroom or school as a whole” (FGI, p. 1).*

4.4.3.3 How TL 2 enacts teacher leadership

The data revealed that TL 2 enacted leadership across all the zones of teacher leadership model. Firstly, TL 2 exercised leadership in the classroom (Z 1) where he continued to teach and improve his own teaching (R 1). TL 2 expressed that: *“I strive to create a classroom environment and organize teaching activities in a way which brings about learning experiences. I also use to help them (learners) in their school work where possible” (JE 1).* During my visit at his classroom, I observed that his classroom was full of resources of the subject he taught, for example various maps. TL 2 explained also that *“I have a workable system of rules and procedures which I plain to the learners to control their behavior” (JE 7).* This is an example of role one within the first zone of the model.

Secondly, TL 2 worked with other teachers and learners outside the classroom in curricular and extra-curricular activities (Z 2). He provided curriculum development knowledge in the school (R 2). TL 2 was a subject head of Geography. He stated that *“I use to train other teachers in the department to guide them in the subject (Geography) for our goals and objectives to be achieved”* (JE 7). This is an example of role two within zone two. TL 2 *“develops the scheme of work [for Geography] as a plan based on curriculum goals or objectives [and] develops an internal subject policy guide for each subject”* (JE 5). This is a further example of role two within the second zone. TL 2 was also a soccer coach at the time of the study. He indicated that *“during the weekends, I use to train boys for soccer, where I have to make sure that rules or regulations are known by our learners who played soccer”* (JE 2). This is another example of role two within the second zone.

Thirdly, TL 2 exercised leadership outside the classroom in whole school development (Z 3). He organized and led peer reviews of school practice (R 5) and participated in school level decision-making (R 6). TL 2 stated that *“[I develop] a continuous monitoring system for the school, and [develop] a compensatory teaching programme for the school”* (JE 5). This is an example of role five within the third zone of the model. TL 2 was also a head of examination centre. He noted that: *“[I am] responsible for the overall administration and security of the examinations written at the school [and] provide learners with important information such as rules and dates pertaining to the examination”* (JE 3). This is an example of leadership role within zone three. TL 2 was a chairperson of the school prize giving ceremonies. He recorded that *“this event was organized at the school level, but all the stakeholders in education used to [be] invited in order to witness the event”* (JE 1). This is another example of role five within the third zone. Together with another Grade 8 teacher, TL 2 initiated a project to seek assistance from the public to renovate the Grade 8 classroom. He asserted that:

I agreed to endorse letters requesting donations in any form (paints, a door [and money]). The response from the public was overwhelming. We received a lot of paint containers, a door and money which is enough to renovate the entire block of four classrooms (JE 2).

This is a further example of role five within zone three. Furthermore, TL2 was the chairperson of the counseling committee. He asserted that: “[I] facilitate different kinds of activities and provide a sense of direction to a group of pupils, [and] help pupils to recognize the reasons for their behavior and make them aware of alternative ways of behaving” (JE 7). This is an example of role six within zone three.

Fourthly, TL 2 exercised leadership between neighbouring schools in the community (Z 4). He provides curriculum development knowledge by organizing workshops at the circuit level (R 2). As an example, TL 2 indicated that “[I am] conducting workshops with different schools in order to discuss different issues concerned about education in our country” (JE 7). This is an example of role two within zone four.

TL 2 has been discussed. The next part presents TL 3.

4.4.4 TL 3: The event organiser

4.4.4.1 Description of TL 3

TL 3 is a young female teacher aged 23 years. She indicated in her journal that “my family is big and hectic, but we are always there for each others” (JE 1). TL 3 further explains that “it [her family] is compassionate, well meaning and generally pretty well” (JE 1). TL 3 held a Bachelor of Education Degree and had one year and seven months of teaching experience, at the time of the study. TL 3 teaches Mathematics in Grades 8 and 12, and Physical Science in Grades 11-12. TL 3 enjoys teaching. She expressed: “I love children and enjoy helping them with their school work” (JE 1). TL 3 is an open-minded teacher, who is flexible, reachable, self-confident and cooperative. She said:

as a teacher leader, I strongly believe that being open-minded helps me to be able to discuss, share and solve problems for others. By being flexible, reachable and

cooperative motivates me to empower and energize my colleagues and parents in ways that make my school a collaborative enterprise (JE 1).

4.4.4.2 Views on teacher leadership

TL 3 understands that “*leadership means to organize, manage, direct, to give instruction, to take a lead to be the leader of others*” (FGI, p. 1). She believes that there are “*many ways teachers can lead in and outside the classroom*” (JE 1). TL 3 defines teacher leadership “*as any task done by a teacher during lessons, after school, during weekends or in holidays, as long as it is school related*” (JE 1).

4.4.4.3 How TL 3 enacts teacher leadership

The data indicated that TL 3 enacted leadership across the four zones of teacher leadership model. Firstly, TL 3 exercised leadership in the classroom (Z 1), in which she continued to teach and improve her own teaching (R 1). TL 3 noted: “*I organize my classroom, set up rules and regulations for my class and monitor progress*” (JE 7). She also organized extra classes for the learners in the subjects she taught, on the topics that were poorly understood. TL 3 stated that:

I organized extra classes on Friday afternoon and during weekend after one. I gave learners more examples and more activities too. I also gave [them] a chance to ask questions and discuss the problems they experience in Mathematics and Physical Science (JE 3).

These are examples of role one within the first zone of the model.

Secondly, TL 3 worked with other teachers and learners outside the classroom in curricular and extra-curricular activities (Z 2). She took up the role of providing curriculum development knowledge in the school (R 2). TL 3 was also a netball coach. She asserted: “*I lead the team by controlling; giving instructions; discussion on faults; and to ensure that rules are known by each player*” (JE 1). She added that “*I organize tournaments and they can be class or school based*”

(JE 1). This is an example of role two within the second zone of the model. TL 3 “*organizes learners and motivates them to come up with projects. [She] helps them [to] write their projects and takes them to science fairs that are held around the country*” (JE 7). This is another example of a leadership role within zone two.

Thirdly, TL 3 exercised leadership outside the classroom in whole school development (Z 3). In this zone she organized and started up a recycling and cleaning club in the school. TL 3 expressed: “*all sweet wrappers, knickknack [packets], plastics and cool drink cans were collected by the club members and reserved for Art lessons*” (JE 2). She proudly exclaimed: “*it was an achievement to me as the Art teachers were provided with resources and it was helpful as cleaners were reduced with the burden*” (JE 2). This is an example of the leadership role within zone three. The other role TL 3 exercised was to organize events. TL 3 indicated that:

I organize events in the school by giving direction and instruction of what needs to be done. I ensure that there is safety when outsiders are invited. I also manage the hall to be used, to ensure that everything is in order after the event (JE 1).

Fourthly, TL 3 exercised leadership between neighbouring schools in the community (Z 4). She exercised the role of setting up regional examinations in the region. TL 3 asserted: “*Science teachers around the region come together as a team and set up the examination for all Grades 11-12*” (JE 7). This is an example of a leadership role within zone four.

TL 3 has been discussed above. The next part presents factors that prevent teacher leadership at School C.

4.4.5 Factors that prevent teacher leadership in School C

Teacher leaders at School C did not experience many factors that hindered teacher leadership at their school. One of the few barriers to teacher leadership at school C was the chairing of staff meetings. I observed that “*only the SMT chair the staff meetings, teachers are excluded from that activity*” (OFN, p. 4). Similarly, during the FGI it emerged that “*staff meetings are chaired by the*

SMT members only while the teachers get the chance to take the minutes” (FGI, p. 5). TL 2 also indicated that *“in some committees there are a chairperson and vice chairperson who always chair the meetings every time they meet”* (FGI, p. 4). The other teachers were excluded in the chairing of meetings. TL 1 noted also that *“the negative attitudes from some colleagues [who] fear of change”* (JE 6) could prevent the development of teacher leadership in their school.

These factors that prevent teacher leadership could be countered by the factors that support teacher leadership in schools. The next part presents the factors that support teacher leadership at School C.

4.4.6 Factors that support teacher leadership in School C

The culture of School C is *“to impress the society [rather] than [the] individual”* (TL 2, JE 1). TL 1 recorded that: *“the school has a unique culture, there is a routine way of doing things. Teachers have intrinsic motivation, they possess [a] driving force within them [in] that everybody wants to achieve something they will be proud of”* (JE 1). In addition TL 1 stated that *“teachers feel comfortable to be associated with the school”* (JE 1). All the teacher leaders mentioned factors that enhance teacher leadership at their school. TL 1 asserted that teacher leadership would be further enhanced *“by contacting in-service training and delegating the activities; by putting the teachers at the fore front, for example, [allowing them] to chair meetings and give their views freely without any discrimination or humiliation”* (JE 6). For TL 2, teacher leadership could be promoted through:

providing teachers with staff development opportunities to learn new or the latest leadership and management strategies; teachers [should be] encouraged to become peer coaches and observe each other class; creating a culture of collaboration, inquiry, life-long learning, experimentation and reflection consistent with the principles of adult learning; and striving to implement the use of action research in school, used to collect data in order to find solution to the problem (JE 6).

TL 3 noted that “*teacher leadership can be enhanced by ensuring that teachers seek leadership roles in areas where they have a strong passion, for example, if you like netball you should be a netball coach*” (JE 6). She added also that when it comes to the chairing of meetings in the department of Science, “*the names of the teachers are written on piece of papers and put those papers in the box. The paper that [is picked indicates] the person to chair the meeting that day*” (FGI, p. 4). In this way teachers are empowered and motivated to lead.

The case of School A has been discussed. I now move on to present the involvement of teachers in different committees at each of the three selected schools.

4.5 TEACHERS’ INVOLVEMENT IN SCHOOL COMMITTEES

The involvement of teachers in different committees gave me a through which to view leadership roles at each of the three schools. The table below indicates how teachers were involved in different committees at each school.

School Committees	Involvement Percentages		
	School A	School B	School C
1. Catering committee	-	-	13%
2. Sport committee	57%	80%	81%
3. Bereavement /condolence committee	29%	20%	6%
4. Cultural committee	29%	40%	25%
5. Library committee	14%	-	6%
6. Subject /Learning area committee	43%	40%	56%
7. Award committee	43%	-	31%
8. Time-table committee	-	-	19%
9. School Board committee	14%	20%	19%
10. School Development Team committee	-	-	25%
11. Fundraising committee	57%	20%	38%

12. Maintenance committee	29%	20%	44%
13. Safety and security committee	29%	20%	25%
14. Discipline committee	19%	60%	31%
15. Teacher Union committee	14%	60%	38%
16. Assessment committee	14%	20%	25%
17. Admission committee	29%	20%	25%
18. Art club committee	14%	-	-
19. HIV/AIDS committee	14%	-	6%
20. Special Need committee	14%	-	-
21. Student Christian Movement (SCM) committee	-	-	6%

Table 2: Teacher leadership on school committees

From Table 2, it can be seen that teachers representation on committees was most widely evidenced in School C (19 committees), followed by School A (17 committees), followed by School B (12 committees). Thus, teacher representation on these committees confirms the findings of the qualitative data to some extent. Teacher representation on committees at School B was the least and this supports the findings that teacher leadership was most restricted at this school. Although teacher representation on committees was the highest in School C, the qualitative data informs us that these teachers did not chair meetings. TL 1 confirmed this during the FGI who revealed that “*the HOD or subject head chair the meeting while every teacher in the committee gets the chance to take the minutes*” (FGI, p. 5).

4.6 CONCLUSION

This chapter presented and explained how nine teacher leaders enacted teacher leadership in their schools, two schools in an urban area and one school in a semi-urban area. At School A, teacher leaders enacted leadership across the first three zones of the model. At School B, two teacher leaders enacted leadership in the first three zones, but it was minimal in the third zone, while one

teacher leader enacted leadership only in the first zone of the model. All the teacher leaders at School C enacted leadership across all four zones, but it was minimal in the fourth zone. The chapter also attempted to explore the factors that hindered the development of teacher leadership as well as the factors that promoted teacher leadership in these three schools. Factors that hindered teacher leadership such as time at School A, the principal at School B and the exclusion of teachers in chairing the staff and some subject meetings at School C were experienced. Although factors that prevented the development of teacher leadership were experienced in these schools, factors that enhanced teacher leadership were also evident. I believe that these findings answer the research questions that guided this study.

The three cases have thus been presented and discussed. The next chapter (Chapter Five) deals with the comparison of the three cases and concludes the study.

CHAPTER FIVE

SUMMARY OF FINDINGS AND CONCLUSION

5.1 INTRODUCTION

This study aimed to explore the enactment of teacher leadership and examine the factors that enhance or hinder this enactment in three public schools in the Eenhana circuit of the Ohangwena region in Namibia. The data indicated that the term teacher leadership was new to the educators who took part in my study. However, although most of the educators were not familiar with the term, teacher leadership was enacted at all three schools and, in the majority of instances, across the first three zones.

In this chapter, I firstly compare the enactment of teacher leadership across the three schools. Secondly, I compare the findings of my study that was conducted in Namibia with the findings of the original multi-case study project conducted in South Africa. Thirdly, I present a few recommendations of further research on the concept of teacher leadership in Namibia. Fourthly, I move on to propose the recommendations for teacher leadership practice in Namibian schools.

Below is a comparative summary of the enactment of teacher leadership across the school.

5.2 COMPARING TEACHER LEADERSHIP ENACTMENT ACROSS THE THREE SCHOOLS

This section summarises how teacher leaders at all three schools enacted leadership within the four zones of the model (Grant, 2008). To reiterate, the first zone of the model indicates leadership in the classroom, in which teachers lead the teaching process and improve their own teaching. The second zone involves teacher leaders working with other teachers and learners outside their classrooms in curricular and extra-curricular activities. This can be done by providing curriculum development knowledge, leading in-service education and assisting other

teachers, and participating in performance evaluation of teachers. The third zone deals with leadership exercised outside the classroom in whole school development. In this zone teacher leaders organize and lead peer reviews of school practice, and participate in school level decision-making. Finally, the fourth zone involves teachers leading between and across neighbouring schools in the community. In this zone teacher leaders provide curriculum development knowledge across schools into the community networking at cluster, circuit and regional level. They lead in-service education and assist other teachers across schools into the community through staff development initiatives, peer coaching, building confidence in others and mentoring.

To compare the enactment of teacher leadership in my study, I found Harris and Muijs's (2005) characteristics of teacher leadership useful for my study. They suggest that the enactment of teacher leadership can be categorised as follows: *successful* teacher leadership, *emergent* teacher leadership and *restricted* teacher leadership. Briefly, Harris and Muijs (2005) describe *successful* teacher leadership as having the following criteria: shared vision; involvement of teachers in decision making, initiating decision making and amount of involvement; a collaborative and teamwork culture; high levels of trust and support from the principal; good communication of teachers and SMTs; respect and care; and the involvement of learners in leadership roles. For Harris and Muijs (2005), *emergent* teacher leadership is evident when the school has a collegial culture; shared vision; support from management at all levels; teachers lead new initiatives; clear line management structures; and internal promotion. According to Harris and Muijs (2005), teacher leadership is *restricted* when the school has a lack of involvement in decision making of all staff members; a lack of involvement in leadership at the whole school level of all staff members; lack of support from the principal; lack of role definition; lack of good communication between teachers and SMTs; lack of collaborative culture; and lack of shared vision. These characteristics were helpful to my study because teacher leadership was *successfully* enacted at School A, *restricted* at School B and *emergent* at School C.

The next part of this section summarises the enactment of teacher leadership according to these characteristics at each of the three schools.

5.2.1 The enactment of teacher leadership at School A

The teacher leaders at School A had similar understandings of teacher leadership. They viewed teacher leadership as teachers who lead in the classroom, in the whole school and beyond the school in the community. The research findings revealed that all the teacher leaders at School A enacted teacher leadership across the first three zones of the model.

The culture of School A was one of co-operation and teamwork. The leadership style used at School A was fairly democratically distributed. This type of leadership is in line with the leadership style which Gunter (2005) calls dispersed distributed leadership, which promotes the private interest of the individual in the form of collective actions. Gunter (2005) states that “the work goes on in organization without the formal working of a hierarchy” (p. 52). The SMT of this school relinquished some of their power and allowed teachers to participate in leadership roles across the whole school. Leadership roles were distributed among all the stakeholders in the school and teachers were allowed to lead new initiatives. Different teachers headed and led different committees. TL 3 confirmed that “*teachers are fully involved in a lot of committees in the school*” (FGI, p. 5). Teachers at School A worked in a collaborative way. This was confirmed by all the teachers who took part in the study during the staff survey when 100% of the SMT and 100% of the teachers agreed that teamwork was encouraged. TL 2 also stated that “*works are done in a teamwork way*” (JE 1).

Educators at School A participated in school level decision-making (Z 3). This was revealed by the staff survey of this school by 100% of the SMT and 100% of the teachers in agreement with this. The participation of all teachers in decision-making made it easy and possible for what had been decided to be successfully implemented. The findings of this study suggest that the enactment of teacher leadership at School A was *successful* because teachers at School A were enabled and encouraged to lead in a dispersed distributed leadership practice (Gunter, 2005), created by a democratic leadership style of the principal. School A had “a strong shared culture that positively encouraged teachers to innovate and lead; had a good communication with the management team; and a culture of open communication and high levels of trust and support among all staff” (Harris and Muijs, 2005, p. 104). In addition, School A has a shared vision, teachers are involved in school level decision making, they take new initiatives, the school has a

culture of collaboration and teamwork, teachers get support from the principal, there is good communication between teachers and SMTs, learners are involved in leadership roles in the school (Harris and Muijs, 2005).

At School A, the major barrier to teacher leadership was time. Like Leithwood *et al* (2003), I agree that “time taken for work outside the classroom probably interferes with time needed for students” (p. 187). They further stress that “when extra time is provided for leadership functions, it is usually not enough” (Leithwood *et al*, 2003, p. 187). Similarly, Muijs and Harris (2006) point out that “the lack of time for teachers to engage in activities outside of classroom teaching and administration appears to be a key inhibitor to teacher leadership, as it is to other educational initiatives” (p. 21). Therefore, teacher leaders were not given enough time to exercise leadership roles effectively.

5.2.2 The enactment of teacher leadership at School B

In contrast to School A, the enactment of teacher leadership at School B was very different. Teacher leaders at School B had differing views of teacher leadership. Two of them understood that all teachers are leaders, who are enabled to lead in their classrooms and beyond, while one teacher leader viewed teacher leadership only in the zone of the classroom. The findings showed that two of the teacher leaders at this school enacted leadership mainly across the first and second zones, but minimally in the third zone, while the other one enacted leadership only in the first zone of the model.

In contrast to School A, The culture of School B was one of delegation. The findings indicated that the principal of this school was not ready to relinquish power and authority to all the stakeholders in the institution. He was not ready to develop all the teachers to become leaders in the school. He decided everything at school without the input of other teachers, including the SMT. Teacher leadership was thus largely *restricted* to the classrooms at School B, and teachers did not take much ownership of the school. School B was an example of what Harris and Muijs (2005) call restricted teacher leadership. As with Harris and Muijs’s (2005) study, there was “a lack of communication from the head [of the school to the staff], lack of a shared vision and lack of a collaborative culture” (Harris and Muijs, 2005, p. 118) in School B. School B had a lack of

involvement in decision making of all staff members, lack of involvement in leadership at the whole school level of all staff members and lack of support from the principal. As a result, teachers worked with these frustrations because their ideas and inputs were not valued. TL 1 stressed that *“in my case I am a teacher. My responsibility I am just here for a certain subject. So far I am doing my work and I am happy with that”* (FGI, p. 3). This quote clearly indicates that teacher leadership was not the norm at School B. As a result, it was impossible for the decisions the principal made to be successfully implemented because teachers were excluded in decision-making at the school level. This perhaps was one of the reasons which contributed to the high failure of the school in terms of academic achievements.

Prior to April 2010, School B was led by the acting principal who used a democratic style of leadership. This was confirmed by TL1 who stated that *“during the time I started working, I found one teacher acting as a principal and things were done according to the needs of the learners, the policies and they were also discussed by all teachers and school”* (JE 1). However, it appeared that when the new principal was appointed to School B in April 2010, the culture of the school changed significantly. As it was mentioned in Chapter Four, TL 2 indicated that since the new principal came, *“the structures of the committees are changed, members of the SMT are reduced, when people are addressing something the SMT is not involved it is only the principal’s idea”* (FGI, p. 2). It was also noted that there is *“a lack of collaboration between teachers and the principal, but teachers are working together and share ideas with one another concerning their subjects”* (OFN, p.4). It was also indicated in Chapter Four that TL 3 confirmed this view when he stated that *“the principal draws up the agenda alone. He never comes to ask other’s ideas of what they need to be discussed”* (FGI, p. 3). Thus, in School B, a *restricted* teacher leadership was prevalent (Harris and Muijs, 2005). Leadership activities were not distributed amongst the stakeholders in the school. Instead the principal sometimes used what Grant (2010a) called ‘leadership as disposal’. Grant (2010a) explains that ‘leadership as disposal’ is “where unwanted technical tasks are unloaded, ‘dumped’ or disposed of onto teachers” (p. 307). As it was mentioned in Chapter Four, this issue was confirmed by TL 1 who stated that *“once the new principal came, things changed and they are just autocratic. They are not being discussed by the teachers neither the management is not called in to discuss matters concerning the school, so is just a “do this” culture without discussion”* (JE, 1).

From the above discussion it is evident that the major barrier to teacher leadership experienced at School B was the principal of school. The principal of School B use a “top-down leadership and hierarchical school structure with power and decision-making firmly in [his] hands” (Grant, 2008, p. 100) to lead and manage the school. However, I am in agreement with Steyn (2000) who argues that “quality education can only happen when teachers are totally committed and this commitment can only occur when they are empowered to involve them in identifying and solving problems” (p. 269). She further states that “everyone is worthwhile and has something to contribute to the institution” (Steyn, 2000, p. 269). The other barrier to teacher leadership experienced at School B was teachers’ resistance to change. Some teachers at this school were not ready to face any leadership challenges. This fear of change can be caused by the argument made by Leithwood *et al* (2003) that “the effectiveness of teacher leaders is constrained by the lack of role definition and by requiring them (teacher leaders) to take on responsibilities outside their areas of expertise” (p. 188). Thus, the enactment of teacher leadership at School B confirmed the findings of Grant, Gardner, Kajee, Moodley and Somaroo (2010) that “in practice, the leadership of teachers was mainly restricted to the classroom” (p. 415).

5.2.3 The enactment of teacher leadership at School C

Teacher leaders at School C had similar understandings of what teacher leadership meant. They viewed teacher leaders as leaders who lead within and beyond their classroom (Katzenmeyer and Moller, 2001). However, two of them argued that all teachers are not leaders, because some are merely followers. The findings indicated that the three teacher leaders at School C enacted leadership across the four zones of the model. Their enactment of teacher leadership was mostly in the first three zones, but all of them exercised some leadership beyond their school between neighbouring schools and into the community.

As with School A, the culture that existed in School C was one of collaboration where teachers worked together and helped each other to accomplish certain tasks. The principal of School C use a democratic leadership style and adopted a dispersed distributed leadership practice (Gunter, 2005). All the educators in School C worked together in a collaborative culture. The majority of educators agreed that they were allowed to try out new ideas, take initiative without leadership roles being delegated and participate in school level decision-making (Z 3). The principal of

School C created the platform for the teachers to be at the fore front of leadership in the school and allowed them to demonstrate their leadership capabilities. Leadership roles were distributed democratically amongst all the stakeholders in the school, according to the ability of individuals. It was interesting to note that at School C *“every teacher is competing with oneself to make sure that they produce learners who will become responsible citizens”* (TL 1, JE 1). This school had *“a very collegial culture that promotes the sharing of good practice”* (Harris and Muijs, 2005, p. 110). The other factor that encouraged teacher leadership at School C was the *“support [teachers get] from school management”* (Harris and Muijs, 2005, p.111) and from other teachers. Therefore, teacher leadership was *emergent* at School C and teachers were motivated and empowered to lead. School C had a collegial culture, a shared vision, teachers led new initiatives, there was a clear line management structure and there was internal promotion (Harris and Muijs, 2005). Teachers took ownership of the school and implemented what had been collaboratively decided successfully. Unlike School A, teacher leadership was not successfully enacted at School C because teachers were not allowed to chair meetings in the school. This view was confirmed by TL 1, as mentioned in Chapter Four that *“staff meetings are chaired by the SMT members only while the teachers get the chance to take the minutes”* (FGI, p.5).

One of the barriers to teacher leadership experienced at School C was the chairing of meetings. Teachers were not allowed to chair the staff meetings and in some subject meetings. The SMT always chaired the staff meetings while some of the subject meetings were chaired by the head or the deputy head of that subject alone. Teachers were excluded in the leadership of these meetings at the school. Like at School B, the other barrier experienced to teacher leadership at this school was the negative attitudes from some of the teachers who were fearful of change.

5.2.4 Concluding thoughts on comparisons across the schools

Grant (2008) argues that *“the context of each school together with its unique structure and culture impacted on how the take-up of teacher leadership occurs”* (p. 99). The structure and culture of the three schools in my study differed from one another. Thus, leadership roles were exercised differently according to the culture and structure of each school. I agree with Leithwood *et al* (2003) who stress that *“cultures of isolationism, common in schools, inhibit the*

work of teacher leaders with their teaching colleagues, as do the associated norms of egalitarianism, privacy, politeness and contrived collegiality” (p. 187). This was what happened at School B. The development of teacher leadership at School B was prevented by the lack of a collaborative culture that led to a culture of isolation and individual work.

In direct contrast, the development of teacher leadership at Schools A and C was supported by principals who acted as leaders of leaders (Barth, 2001). Both Schools A and C had collaborative and teamwork cultures which encouraged teachers to take up leadership roles in the school. Katzenmeyer and Moller (2001) argue that “teachers are responsible for the support of teacher leadership [because] the [sleeping] giant cannot be awakened without teacher leaders inviting others to join together in a community of leaders” (p. 13). School C had a unique culture of doing things. As mentioned in Chapter Four, teachers at School C had intrinsic motivation and everyone wanted to achieve something he or she would be proud of. It was noted that it was important to give teachers leadership roles in areas where they had strong passion, and to create a culture of collaboration in the school.

Schools A and C demonstrated that collaboration and teamwork were vital in their schools to develop teacher leadership. Collaboration and teamwork were seen as “a form of collective leadership where all people in the school can act as leaders at one time or another” (Grant, 2006, p. 529). According to Lieberman and Miller (2004), “working together as a cohort rather than individual [help] teacher leaders [to] build a new collaborative culture” (p. 25). They further state that “such culture would have the capacity to support the diverse leadership approaches and configurations necessary to ‘reculture’ a school” (Lieberman and Miller, 2004, p. 25). It is crucial to “foster inter-personal relations and promote teamwork among the staff” (*National Standard and Performance Indicator (NSPI)*, 2005, p. 27) to develop teacher leadership in schools. Similarly, Muijs and Harris (2006) argue that “teacher leadership can only be fostered and nurtured in a culture that is supportive and where relationships amongst staff are positive” (p. 10). I surmise that one of the reasons Schools A and C had a culture of collaboration was because both of them were situated in town and they had a range of resources needed for teaching and learning to take place. These schools also had enough classrooms and furniture. In

direct contrast, School B is situated in a semi-urban area and, apart from water and electricity, the resources at this school were minimal.

The evidence from Schools A and C suggest that in order for school to develop teacher leadership, the cultures of schools need to be changed. The reculturing of schools is needed in Namibia to create a culture of collaboration in schools like other countries are trying to do, including South Africa. I agree with Moonsamy, P. (2010) who states that “although an individual teacher’s belief systems and skills affect her ability to lead, the context of the school is still central to her success” (p. 121).

The next section discusses the comparisons of the original multi-case study conducted in South Africa with my Namibian study.

5.3 COMPARISONS WITH THE ORIGINAL STUDY

To remind the reader, my study was a replication of a multi-case study on distributed leadership “among teachers and involved 11 case studies of teacher leadership in seven schools and one Further Education Training (FET) College” (Grant, 2010b, p. 1), in the South African context in 2008-2009. Each case was designed to be a school with three teacher leaders per school as the unit of analysis within a data collection period of six months (Grant, 2010b).

In the Namibia context, I examined the enactment of teacher leadership in three schools with nine teacher leaders as my unit of analysis, three teacher leaders per school. The findings of my study revealed that teacher leadership was a new concept to many Namibian educators who participated in my research. Although they were not aware of the concept, teacher leadership was exercised in these schools. This finding is similar to Rajagopaul’s (2007) study because the majority of educators who took part in my study, like Rajagopaul’s (2007) study, “were not aware of teacher leadership as a concept but were aware of leadership roles undertaken in schools even though they often did not view them as leadership roles at the time” (p. 71). The findings of my study indicated that, at School A, teacher leadership was *successfully* enacted

across the first three zones of the model. At School B, teacher leadership was largely *restricted* to the classrooms while at School C, teacher leadership was evident across the four zones, but mostly in the first three zones of the model and therefore classified as *emergent*.

In comparison, the findings of the multi-case study research conducted in South Africa revealed that teacher leadership was *restricted* to zones one and two in four schools and in the FET College (Grant, 2010b). There was evidence of teacher leadership in a semi-urban school across all four zones of the model that was classified as *emergent* (Grant, 2010b). At this school dispersed distributed leadership was evident across the first two zones while authorized distributed leadership was “the prevailing practice in relation to the enactment of teacher leadership in zones three and four” (Grant, 2010b, p. 5). The findings further indicated that the final two schools in a multi-case study project enacted teacher leadership *successfully* across all four zones (Grant, 2010b).

Thus, as with the South African multi-case study, I was fortunate to have, in my sample, as range of types of teacher leadership enactment across the three schools. However, because of my choice of methodology, my findings cannot be generalised. Consequently, further research is needed to develop more cases of teacher leadership across a range of Namibian schools.

The next section proposes the recommendations for further research in Namibian schools.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

My case study research cannot be generalised, therefore more research needs to be conducted on the concepts of distributed leadership and teacher leadership in Namibia. However, I remain convinced that teacher leadership is “powerful because it is premised upon the creation of the collegial norms in schools that evidence has shown contribute directly to school effectiveness, improvement and development” (Muijs and Harris, 2003, p. 444).

The findings of my study show that, like in South Africa, research into teacher leadership in Namibia is in its initial stages. The following recommendations are, therefore, made for further research into the concepts of distributed leadership and teacher leadership in Namibia.

- Research needs to be conducted to examine the factors that prevent the distribution and sharing of leadership roles among all the staff members in schools through a large scale qualitative study which includes principals, SMTs and teachers as participants so that a range of stakeholders are given voice.
- Research need to be conducted to investigate whether the policy makers in the Namibian Department of Education monitor the implementation of policies they make or not. This can be done by inviting Regional Directors of Education, Inspectors of Education and principals of schools as research participants in a study on the enactment of teacher leadership.
- More research on distributed leadership and teacher leadership needs to be conducted in Namibia, especially in semi-urban schools and rural schools, because I concur with Farrar (2006) cited in Grant (2008) that “education reform rests on effective professional development that is sustained by teacher leaders” (p. 105). I suggest this because the findings of my study revealed that teacher leadership was ‘emergent’ and ‘successful’ in the two schools which were situated in town whilst it was ‘restricted’ in the semi-urban school. More research is therefore needed to determine how teacher leadership is enacted in semi-urban and rural schools. Is it more likely to be restricted or was School B an isolated case?
- Grant’s (2008) model of teacher leadership was very useful in my study because it enabled me to describe how teacher leadership was enacted across the three schools. Because of the model of teacher leadership, I was also able to compare the findings of the three schools. However, in some cases, a few leadership roles exercised by the teacher leaders were not presented in the model. Therefore, research needs to be conducted on the

model of teacher leadership to expand it and include additional leadership roles that teachers take up.

The next section deals with the recommendations for teacher leadership practice in Namibia.

5.5 RECOMMENDATIONS FOR TEACHER LEADERSHIP PRACTICE IN NAMIBIAN SCHOOLS

The aim of this section is to propose recommendations for the development of teacher leadership in Namibian schools. My recommendations for teacher leadership practice in Namibia are based on the findings of the three cases of my research.

Policies in Namibia emphasize the distribution of leadership roles to all the teachers in schools that, in turn, develop teacher leadership. One of these policies is the *NSPI*, introduced in 2005 with the aim of achieving equity in academic achievement across schools in Namibia. The *NSPI* (2005) stipulates that “leadership duties and responsibilities should be fairly distributed to all the stakeholders in the institution” (p. 26).

With this policy in mind, it is important for principals to use the collegial theory which is referred to as “the official model of good practice” (Bush, 1994, p. 38) to lead their schools. It is now the time of democracy in Namibia. Leadership styles need to be transformed from the old leadership styles to the new leadership styles that fit into the democratic Namibian context. Thus, schools need to adopt appropriate leadership theories, like the collegial model, which strengthens participation, empowerment and collaboration amongst stakeholders.

The other issue raised in my findings was time as a barrier to teacher leadership. Some of the teacher leaders were unable to exercise leadership activities successfully because their time was limited. This issue needs to be addressed by all the stakeholders in education, including the Ministry of Education, Directors of Education, Inspectors of Education, the SMTs of schools and the teachers themselves, to create spaces for teachers to engage in leadership activities. Like Barth (2001), I believe that teachers sometimes do not have time for leadership activities because

they are overloaded with classroom work. Therefore, it is crucial “to help teacher leaders learn how to manage their time outside the classroom, including limiting the number of leadership initiatives in which they become involved” (Leithwood *et al*, 2003, p. 197). This can be done by minimising leadership initiatives and take one initiative at a time and minimising teaching loads for teacher leaders to be comfortably exercising leadership activities.

The findings also found that the principal of School B was the barrier to teacher leadership in that school. He made decisions alone without the input of the teachers nor the members of the SMT. However, research shows that principals are the most appropriate people to develop and promote teacher leadership in the institution and encourage all the stakeholders in the school to take up leadership activities and develop their schools. Teachers should not only be given leadership activities to be completed, rather, power and authority should also be distributed together with leadership roles. Like Lieberman and Miller (2004), I believe that teachers can make a difference in their schools if they are given power and authority to lead. Therefore, I strongly recommended that principals should allow teachers to involve themselves in decision-making that affects their classrooms and the school as a whole. The participation of all educators in decision-making will help teachers to implement what they have collaboratively decided successfully. Thus, the Ministry of Education should place greater emphasis on the systematic training of principals in areas of leadership and management to enable them to learn how to distribute leadership roles. Principals should also be taught to nurture a culture of collaboration in their schools and shift from merely controlling schools to leading them. This can be done if the principal understands other teachers and invites them to work together as a team. Therefore, principals should be trained to be leaders of leaders (Barth, 2001).

My findings also indicated that some of the teachers resisted leadership activities assigned to them. The Department of Education in America (2007) points out that “teacher leaders may receive disapproval from fellow teachers and administrators in the form of passive and active resistance that thwart teacher initiatives toward school leadership” (p. 13). In this way teachers are discouraged to exercise leadership activities in schools. I agree with Katzenmeyer and Moller (2001) who argue that “the responsibility for the development of teacher leaders is not limited to a single individual or group [but] teachers must request professional development in leadership

skills” (p. 13). This is important because the principal or SMTs should be aware of the leadership potential of each teacher and invite them to lead where they have the talent or experience. However, teachers also need to develop a sense of their own agency and leadership potential and I suggest that this should be formally taught. I believe that it is necessary to include distributed leadership and teacher leadership in the pre-service and in-service training of teachers to be aware of these types of leadership while they are in training and before they start teaching. I therefore encourage principals to do their best and transform Namibian schools into centers of excellence.

I further recommend that principals should “value and respect the role and work of teacher leaders; embrace change and allow data-driven, research-based risk taking; provide affirmation for teachers’ leadership tasks; promote and facilitate collaboration; provide technical support for teacher leaders; empower teachers in their leadership tasks; and involve [them] in decision making” (Department of Education in America, 2007, p. 5) to encourage and develop teacher leadership in their schools.

5.6 CONCLUSION

In conclusion, this study revealed that although teachers did not occupy formal management positions in their schools they were able to exercise leadership roles. I believe that collaborative cultures, supportive structures, support from the principal, teacher participation and involvement in decision-making and teamwork amongst staff members can contribute to the development of teacher leadership in schools which, in turn, improves the schools’ performance. Like Muijs and Harris (2006), I believe that it is crucial to work in collaborative ways to generate knowledge and to transfer knowledge. In line with Muijs and Harris (2006), I believe that “the improvements in the school are hugely down to teachers taking responsibility for leadership” (p. 8). Therefore, it is crucial, firstly to introduce staff development programmes that encourage the development of teacher leadership in Namibian schools. Secondly, it is necessary to continue research into teacher leadership in Namibian schools.

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APPENDIXES

APPENDIX 1



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Scottsville
PIETERMARITZBURG
3201

Dear Mrs Hashikutuva

PROTOCOL: The enactment of teacher leadership: A case study in the Eenhana school cluster, Namibian
ETHICAL APPROVAL NUMBER: HSS/0266/2010 M: Faculty of Education

In response to your application dated 13 May 2010, Student Number: **208518039** the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL**.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

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

Yours faithfully

Professor Steve Collings (Chair)
HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE

SC/sn

cc: Dr. C Grant
cc: Ms. R Govender

APPENDIX 2

Lutheran Theological
29 Golf Road
Scottsville
Pietermaritzburg, 3201
South Africa
05 May 2010

The Regional Director
Ohangwena Educational Region, Namibia

Dear Madam

Application for Consent: Research in 3 schools in the Eenhana Circuit,

I am a Master of Education student (student number 208518039) at the University of KwaZulu-Natal, Pietermaritzburg, South Africa. I wish to seek consent to conduct research in 3 schools in the Eenhana circuit, Ohangwena region. The research project is a requirement of the degree I am engage in, and I want to do it in my country, Namibia. My research topic is: *The enactment of teacher leadership: A case study in the Eenhana circuit, Namibian*. The main objective of the study is to investigate how teacher leadership is enacted in Namibian schools, specifically in the Eenhana circuit, Ohangwena region and to examine the factors that enhance or inhibit this enactment.

The main data collection methods that I will use are including interviews and observation. Other methods like journal writing, questionnaires and document analysis will also be used to support the main data collection methods. The schools that I intend to do my research in are Eenhana Primary school, Omhanda Combined School and Haimbili Haufiku Senior Secondary School. The study will be guided by the ethical principles to ensure that the rights of the research participants are protected, their autonomy is respected, anonymity will be ensured and the research study will not harm any participant or any other people. All the research participants will be provided with the consent form to sign, which indicates that they can withdraw from the study at any time, and get clear explanations of what I expect from them. The information the research participants provide will be treated as confidentiality. I am prepared to furnish you with full details on my findings at the end of the research.

My supervisor is Dr. Callie Grant, School of Education and Development, telephone number 033-2606185 or 0844003347, Pietermaritzburg. I enclosed copies of consent letters that I will

sent to the principals and participants, as well as the approved letter from the Higher Degree Committee of the University. Please feel free to contact me at any time should you have any queries or questions you would like answered at 0727407757 or 0812834346.

Yours faithfully

Saima N. Hashikutuva

Date

APPENDIX 3

Lutheran Theological Institute
29 Golf Road
Scottsville
Pietermaritzburg, 3201
South Africa

The Inspector of Education
Eenhana Circuit
Ohangwena Region

Dear Sir/Madam

Application for Consent: Research in 3 schools in the Eenhana circuit

I am a Master of Education student (student number 208518039) at the University of KwaZulu-Natal, Pietermaritzburg, South Africa. I am engaged in a research project which aims to explore the enactment of teacher leaders in schools. I believe that teacher leadership has a powerful role to play in improving the teaching and learning in schools. In this regard I have chosen your circuit because I believe that teachers in your circuit can provide valuable input in extending the boundaries of our knowledge on this concept. The schools that I intend to do my research in are Eenhana Primary school, Omhanda Combined School and Haimbili Haufiku Senior Secondary School.

Please note that this is not an evaluation of performance or competence of your teachers and by no means is it a commission of inquiry! The identities of all who participate in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal. I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, participants will be asked to complete a consent form. Furthermore, in the interests of the participants, feedback will be given to them during and at the end of the project. My supervisor is Dr. Callie Grant, School of Education and Development, telephone number 033-2606185, Pietermaritzburg, South Africa. Please feel free to contact me at any time should you have any queries or questions you would like answered at 0727407757 or 0812834346.

Yours faithfully

Saima N. Hashikutuva

APPENDIX 4

Lutheran Theological Institute
29 Golf Road
Scottsville
Pietermaritzburg
South Africa

The Principal

.....
.....

Dear

I am a Master of Education student (student number 208518039) at the University of KwaZulu-Natal, Pietermaritzburg, South Africa. I am engaged in a research project which aims to explore the enactment of teacher leaders in schools. I believe that teacher leadership has a powerful role to play in improving the teaching and learning in schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into teacher leadership in your school, and work particularly with three teacher leaders who are willing to work closely with me to extend the boundaries of our knowledge on this concept.

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

My supervisor is Dr. Callie Grant, School of Education and Development, telephone number 033-2606185, Pietermaritzburg, South Africa. Please feel free to contact me at any time should you have any queries or questions you would like answered at 0812834346.

Yours faithfully

Saima N. Hashikutuva

Declaration

I (full names of participant) hereby confirm that I understand the contents of this document and the nature of this research project. I am willing for my school to be a research school in this project.

Signature of Principal

Date

.....

.....

APPENDIX 5

Lutheran Theological Institute
29 Golf Road
Scottsville
Pietermaritzburg, 3201
South Africa

Dear Participant

Dear

I am a Master of Education student (student number 208518039) at the University of KwaZulu-Natal, Pietermaritzburg, South Africa. I am presently engaged in a research project which aims to explore the enactment of teacher leaders in schools. I believe that teacher leadership has a powerful role to play in improving the teaching and learning in schools. In this regard I have identified your school as a successful school which exhibits strong leadership at various levels within the institution. I would very much like to conduct research into teacher leadership in your school, and work particularly with three teacher leaders who are willing to work closely with me to extend the boundaries of our knowledge on this concept.

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

My supervisor is Dr. Callie Grant, School of Education and Development, telephone number 033-2606185 or 0844003347, Pietermaritzburg.

Please feel free to contact me at any time should you have any queries or questions you would like answered at 0812834346.

Yours sincerely

Saima N. Hashikutuva

.....DETACH AND RETURN.....

Declaration

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

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

Signature of participant

Date

.....

.....

APPENDIX 6

THE ENACTMENT OF TEACHER LEADERSHIP: A NAMIBIAN CASE STUDY 2010 SCHOOL OBSERVATION SCHEDULE

1. Background information on the school

- Name of the school
- Number of learners
- Number of teachers
- Number on SMT
- School Quintile
- Subjects offered
- What is the medium of instruction
- Pass rate 2006 _____ 2007 _____ 2008 _____ 2009 _____
- Classrooms: Block ___ Bricks ___ Prefab ___ Mud ___ Other _____
- Does the school have the following:

○ List	○ Yes (describe)	○ No
○ Library	○	○
○ Laboratory	○	○
○ Sports facilities/sports kit	○	○
○ Soccer field	○	○
○ netball field	○	○
○ tennis court	○	○
○ cricket field	○	○

- School fence
- School fees per annum
- Does your school fund raise
- List your fundraising activities
- School attendance : Poor ___ Regular ___ Satisfactory ___ Good ___ Fair ___ Excellent ___
- What is the average drop-out rate per year:
- Possible reasons for the drop out:
- Does the school have an admission policy:
- Is the vision and mission of the school displayed
- What is the furthest distance that learners travel to and from school
- Have there been any evident changes in your community after 1990.

2. Staffing

- Staff room- notices (budget), seating arrangements

- Classroom sizes
- Pupil-teacher ratio
- Offices- who occupies etc
- Staff turnover- numbers on a given day
- School timetable visibility
- Assemblies- teachers' roles
- Unionism-break-time, meetings
- Gender-roles played, numbers in staff
- Age differences between staff members
- Years of service of principal at the school
- Professional ethos- punctuality, discipline, attendance, general behaviour.

3. Curriculum: What teaching and learning is taking place at the school?

- Are the learners supervised?
- Is active teaching and learning taking place?
- Are the learners loitering? Reasons?
- What is the general practice of teaching – teacher or learner centred?
- What subjects are taught?
- Is there a timetable?
- Do learners or teachers rotate for lessons?
- Has the school responded to national/provincial changes?
- Is the classroom conducive to teaching and learning?
- Is there evidence of cultural and sporting activities?
- How are these organized and controlled?
- Is there evidence of assessment and feedback based on assessment?
- Evidence of teacher collaboration in the same learning area?
- Is homework given and how often is it marked?
- Are learners encouraged to engage in peer teaching or self-study after school hours?

4. Leadership and decision-making, organisational life of the school.

Organisational Structure

- Is there a welcoming atmosphere on arrival?
- Is the staff on first name basis?
- How does leadership relate to staff and learners?
- What structures are in place for staff participation?
- What admin systems are visible?
- What type of leadership and management style is evident?
- Is the leadership rigid or flexible?
- Are teachers involved in decision-making?

- Is there a feeling of discipline at the school?
- How would you describe the ethos of the school?
- Are teachers active in co and extra curricular activities?
- Is there an active and supportive governing body?
- Is the educator rep on the SGB active in the decision making process?
- Are teachers active on school committees?
- Do teachers take up leadership positions on committees?
- Working relationship between the SGB and staff?
- Is the governing body successful?
- Is there evidence of student leadership?
- Relationship between the SGB and the community?
- How does the governing body handle school problems?

5. Relationships with Education department and other outside authorities

- Are there any documents signed by the Department officials during their school visits? e.g. log book
- Is there a year planner, list of donors, contact numbers e.g. helpline, department offices etc.?
- Is there any evidence pertaining to the operation of the school e.g. Minute books and attendance registers?

APPENDIX 7

**THE ENACTMENT OF TEACHER LEADERSHIP: A NAMIBIAN CASE STUDY 2010
TEACHER LEADERSHIP OBSERVATION SCHEDULE
(BORROWED FROM HARRIS & LAMBERT, 2003)**

A. Adult Development			
1. Defines self in relation to others in the community. The opinions of others, particularly those in authority, are highly important.	Defines self as independent from the group, separating needs and goals from others. Does not often see the need for group action.	Understands self as interdependent with others in the school community, seeking feedback from others and counsel from self.	Engages colleagues in acting out of a sense of self and shared values, forming interdependent learning communities.
2. Does not yet recognise the need for self-reflection. Tends to implement strategies as learnt without making adjustments arising from reflective practice.	Personal reflection leads to refinement of strategies and routines. Does not often share reflections with others. Focuses on argument for own ideas. Does not support systems which are designed to enhance reflective practice.	Engages in self-reflection as a means of improving practices. Models these processes for others in the school community. Holds conversations that share views and develops understanding of each other's assumptions.	Evokes reflection in others. Develops and supports a culture for self-reflection that may include collaborative planning, peer coaching, action research and reflective writing.
3. Absence of ongoing evaluation of their teaching. Does not yet systematically connect teacher and student behaviours.	Self-evaluation is not often shared with others; however, responsibility for problems or errors is typically ascribed to others such as students or family.	Highly self-evaluative and introspective. Accepts shared responsibility as a natural part of a school community. No need for blame.	Enables others to be self-evaluative and introspective, leading towards self- and shared responsibility.
4. In need of effective strategies	Exhibits respectful attitude towards	Consistently shows respect and concern	Encourages & supports others in

to demonstrate respect and concern for others. Is polite yet primarily focuses on own needs.	others in most situations, usually privately. Can be disrespectful in public debate. Gives little feedback to others.	for all members of the school community. Validates and respects qualities in and opinions of others.	being respectful, caring, trusted members of the school community. Initiates recognition of ideas and achievements of colleagues as part of an overall goal of collegial empowerment.
B. Dialogue			
1. Interactions with others are primarily social, not based on common goals or group learning.	Communicates with others around logistical issues/problems. Sees goals as individually set for each classroom, not actively participating in efforts to focus on common goals.	Communicates well with individuals and groups in the community as a means of creating & sustaining relationships and focusing on teaching and learning. Actively participates in dialogue.	Facilitates effective dialogue among members of the school community in order to build relationships and focus dialogue on teaching and learning.
2. Does not pose questions of or seek to influence the group. Participation often resembles consent or compliance.	Makes personal point of view, although not assumptions, explicit. When opposed to ideas, often asks impeding questions which can derail or divert dialogue.	Asks questions and provides insights that reflect an understanding of the need to surface assumptions and address the goals of the community.	Facilitates communication among colleagues by asking provocative questions which open productive dialogue.
3. Does not actively seek information or new professional knowledge which challenges current practices. Shares	Attends staff development activities planned by the school or district. Occasionally shares	Possesses current knowledge and information about teaching and learning. Actively seeks to use that	Works with others to construct knowledge through multiple forms of enquiry, action research,

knowledge with others only when requested.	knowledge during informal & formal gatherings. Does not seek knowledge that challenges status quo.	understanding to alter teaching practices. Studies own practice.	examination of disaggregated school data, insights from others & from outside research community.
4. Responds to situations in similar ways; expects predictable responses from others. Is sometimes confused by variations from expected norms.	Responds to situations in different, although predictable ways. Expects consistency from those in authority and from self.	Responds to situations with an open mind and flexibility; welcomes multiple perspectives from others. Alters own assumptions during dialogue when evidence is persuasive.	Promotes an open mind and flexibility in others; invites multiple perspectives and interpretations as a means of challenging old assumptions and framing new actions.
C. Collaboration			
1. Decision making is based on individual wants and needs rather than those of the group as a whole.	Promotes individual autonomy in classroom decision making. Relegates school decision-making to the principal.	Actively participates in shared decision-making. Volunteers to follow through on group decisions.	Promotes collaborative decision-making that provides options to meet the diverse individual and group needs of the school community.
2. Sees little value in team building, although seeks membership in the group. Will participate, although does not connect activities with larger school goals.	Doesn't seek to participate in roles or settings that involve team building. Considers most team building activities to be 'touchy-feely' and frivolous.	Is an active participant in team building, seeking roles and opportunities to contribute to the work of the team. Sees teamness' as central to community.	Engages colleagues in team-building activities that develop mutual trust and promotes collaborative decision-making.
3. Sees problems as caused by the actions of others,	Interprets problems from own perspective. Plays	Acknowledges that problems involve all members of the	Engages colleagues in identifying and acknowledging

e.g. students, parents; or blames self. Uncertain regarding the specifics of one's own involvement.	the role of observer and critic, not accepting responsibility for emerging issues and dilemmas. Considers most problems to be a function of poor management.	community. Actively seeks to define problems and proposes resolutions or approaches which address the situation. Finding blame is not relevant.	problems. Acts with others to frame problems and seek resolutions. Anticipates situations which may cause recurrent problems.
4. Does not recognise or avoids conflict in the school community. Misdirects frustrations into withdrawal or personal hurt. Avoids talking about issues that could evoke conflict.	Does not shy away from conflict. Engages in conflict as a means of surfacing competing ideas, approaches. Understands that conflict is intimidating to many.	Anticipates and seeks to resolve or intervene in conflict. Actively tries to channel conflict into problem-solving endeavours. Is not intimidated by conflict, though wouldn't seek it.	Surfaces, addresses and mediates conflict within the school and with parents and community. Understands that negotiating conflict is necessary for personal and school change.
D. Organisational change			
1. Focuses on present situations and issues; seldom plans for either short or long term futures. Expects certainty.	Demonstrates forward thinking for own classroom. Usually does not connect own planning to the future of the school.	Develops forward thinking skills in working with others and planning for school improvements. Future goals based on common values and vision.	Provides for and creates opportunities to engage others in forward (visionary) thinking and planning based on common core values.
2. Maintains a low profile during school change, basically uninvolved in group processes. Attempts to comply with changes.	Questions status quo; suggests that others need to change in order to improve it. Selects those changes which reflect personal	Shows enthusiasm and involvement in school change. Leads by example. Explores possibilities and implements changes	Initiates action towards innovative change; motivates, draws others into action for school & district improvements.

Expects compliance from others.	philosophies. Opposes or ignores practices which require a school-wide focus.	for both personal and professional development.	Encourages others to implement practices which support school-wide learning. Provides follow-up planning and coaching support.
3. Culturally unaware. 'I treat everyone the same'. Stage of naivety to socio-political implications of race, culture, ethnic and gender issues.	Growing sensitivity to political implications of diversity. Acknowledges that cultural differences exist and influence individuals and organisations.	Understanding and acceptance: 'aha' level. Has developed an appreciation of own cultural identities and a deeper appreciation / respect for cultural differences. Applies understanding in classroom and school.	Commitment to value of and build on cultural differences. Actively seeks to involve others in designing programmes and policies which support the development of a multi-cultural world.
4. Attends to students in his or her own classroom. Possessive of children and space. Has not yet secured a developmental view of children.	Concerned for the preparation of children in previous grades. Critical of preparation of children and readiness of children to meet established standards.	Developmental view of children translates into concern for all children in the school (not only those in own classroom) and their future performances in further educational settings.	Works with colleagues to develop programmes, policies that take holistic view of children's development (e.g. multi-graded classes, parent education, follow-up studies).
5. Works alongside new teachers, is cordial although does not offer assistance. Lacks confidence in giving feedback to others.	Shares limited information with new teachers, mainly that pertaining to school admin functions (e.g. attendance	Collaborates with, supports and gives feedback to new and student teachers. Often serves as master teacher.	Takes responsibility for support & development of systems for student & new teachers. Develops collaborative

	accounting, grade reports). Does not offer to serve as master teacher.		programmes with school, district and universities.
6. Displays little interest in the selection of new teachers. Assumes that they will be appointed by the district or those otherwise in authority.	Assumes that district will recruit and appoint teachers. Has not proposed a more active role to the teacher association.	Becomes actively involved in the setting of criteria and the selection of new teachers.	Advocates to schools, districts and teachers' association the development of hiring practices that involve teachers, parents and students in processes. Promotes the hiring of diversity candidates.

APPENDIX 8

THE ENACTMENT OF TEACHER LEADERSHIP: A NAMIBIAN CASE STUDY 2010

SMT QUESTIONNAIRE

INSTRUCTIONS FOR QUESTIONNAIRE

- Use a **BLACK** or **BLUE** ink pen. Please do not use a pencil.
- In the interests of confidentiality, you are not required to supply your name on the questionnaire.
- Please respond to each of the following items by placing a **CROSS**, which correctly reflects your opinion and experiences on the role of teacher leadership in your school.
- This questionnaire is to be answered by a member of the School Management Team (SMT).

A. BIOGRAPHICAL INFORMATION

1. Gender

Male		Female	
------	--	--------	--

2. Age

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

3. Your formal qualification is:

Grade 12		Diploma		Degree		Masters	
----------	--	---------	--	--------	--	---------	--

4. Nature of employment

Permanent		Temporary		Acting	
-----------	--	-----------	--	--------	--

5. Years of teaching experience

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

6. Period of service in current position

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

B. SCHOOL INFORMATION

7. Learner Enrolment of your school

1-299		300-599		600+	
-------	--	---------	--	------	--

8. Number of educators, including management, in your school

2-10		11-19		20-28		29-37		38+	
------	--	-------	--	-------	--	-------	--	-----	--

9. School type

Primary		Combined		Secondary	
---------	--	----------	--	-----------	--

10. School Fees

No Fees		N\$1-N\$500		N\$501-N\$1000		N\$1001-N\$5000		N\$5001+	

C. TEACHER LEADERSHIP SURVEY

Instruction: Place a CROSS in the column that most closely describes your opinion on the role of teacher leadership in your school.

Scale 4= Strongly agree 3= Agree 2= Disagree 1= Strongly Disagree

C. 1

I believe:	4	3	2	1
11. Only the SMT should make decisions in the school.				
12. All teachers should take a leadership role in the school.				
13. That only people in formal positions of authority should lead.				
14. That men are better able to lead than women				
15. Educators ¹ should be supported when taking on leadership roles				

Instruction: Place a CROSS in the column that most closely describes your opinion on the role of teacher leadership in your school.

Scale 4= Strongly agree 3= Agree 2= Disagree 1= Strongly disagree

C.2

Which of the following tasks are you involved with?	4	3	2	1
16. I work with other educators in organising and leading reviews of the school year plan				
17. I encourage educators to participate in in-school decision making				
18. I support educators in providing curriculum development knowledge to other educators				
19. I support educators in providing curriculum development knowledge to educators in other schools				
20. I provide educators with opportunity to choose textbooks and learning materials for their grade or learning area				
21. I work with other educators in designing staff development programme for the school				
22. I include other educators in designing the duty roster				

Instruction: Place a CROSS in the column that most closely describes your opinion on what factors support or hinder teacher leadership.

Scale: 4= strongly agree 3= Agree 2= Disagree 1= strongly disagree

C.3

My school is a place where:	5	4	3	2	1
23. The SMT has trust in educator's ability to lead.					
24. Educators are allowed to try out new ideas.					
25. The SMT (School Management Team) values teachers' opinions.					
26. The SMT allows teachers to participate in school level decision-making.					
27. Only the SMT takes important decisions.					
28. Only the SMT takes initiative in the school.					
29. Adequate opportunities are created for the staff to develop professionally.					
30. Team work is encouraged.					
31. Men are given more leadership roles than women.					

Thank you for your time and effort!

APPENDIX 9

THE ENACTMENT OF TEACHER LEADERSHIP: A NAMIBIAN CASE STUDY 2010

TEACHER QUESTIONNAIRE

INSTRUCTIONS FOR QUESTIONNAIRE

- Use a **BLACK** or **BLUE** ink pen. Please do not use a pencil.
- In the interests of confidentiality, you are not required to supply your name on the questionnaire.
- Please respond to each of the following items by placing a **CROSS**, which correctly reflects your opinion and experiences on the role of teacher leadership in your school.
- This questionnaire is to be answered by teachers

A. BIOGRAPHICAL INFORMATION

1. Gender

Male		Female	
------	--	--------	--

2. Age

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

3. Your formal qualification is:

Grade 12		Diploma		Degree		Masters	
----------	--	---------	--	--------	--	---------	--

4. Nature of employment

Permanent		Temporary		Contract	
-----------	--	-----------	--	----------	--

5. Employer

State		SB	
-------	--	----	--

6. Years of teaching experience

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

B. TEACHER LEADERSHIP SURVEY

Instruction: Place a **CROSS** in the column that most closely describes your opinion on the role of teacher leadership in your school.

Scale: 4= Strongly Agree 3=Agree 2= Disagree 1= Strongly disagree

B. 1

I believe:	4	3	2	1
7. Only the SMT should make decisions in the school.				
8. All educators ⁱⁱ can take a leadership role in the school.				
9. That only people in positions of authority should lead.				
10. That men are better able to lead than women				

B. 2

Which of the following tasks are you involved with?	4	3	2	1
11. I take initiative without being delegated duties.				
12. I reflect critically on my own classroom teaching.				
13. I organise and lead reviews of the school year plan.				
14. I participate in in-school decision making.				
15. I give in-service training to colleagues.				

16. I provide curriculum development knowledge to my colleagues.				
17. I provide curriculum development knowledge to teachers in other schools				
18. I participate in the performance evaluation of teachers.				
19. I choose textbook and instructional materials for my grade/learning area.				
20. I co-ordinate aspects of the extra-mural activities in my school.				
21. I co-ordinate aspects of the extra-mural activities beyond my school.				
22. I set standards for pupil behaviour in my school.				
23. I design staff development programmes for my school.				
24. I co-ordinate cluster meetings for my learning area.				
25. I keep up to date with developments in teaching practices and learning area.				
26. I set the duty roster for my colleagues.				

Instruction: Please respond with a CROSS either Yes/ No/ Not applicable, to your involvement in each committee.

If YES, respond with a CROSS by selecting ONE option between: Nominated by colleagues, Delegated by SMT or Volunteered.

B.3

				How I got onto this committee:		
I play a leadership role in the following committee/s:	Yes	No	Not applicable	Nominated by colleagues	Delegated by SMT	Volunteered
27. Catering committee						
28. Sports committee						
29. Bereavement /condolence committee.						
30. Cultural committee.						
31. Library committee.						
32. Subject/ learning area committee.						
33. Awards committee						
34. Time- table committee.						
35. SGB (School Governing Body)						
36. SDT (School Development Team)						
37. Fundraising committee.						
38. Maintenance committee.						
39. Safety and security committee.						
40. Discipline committee						

41. Teacher Union						
42. Assessment committee						
43. Admission committee						
44. Other (Please specify)						

Instruction: Place a CROSS in the column that most closely describes your opinion on what factors support or hinder teacher leadership.

Scale: 4= Strongly Agree 3= Agree 2= Disagree 1= Strongly Disagree

B.4

My school is a place where:	4	3	2	1
45. The SMT has trust in my ability to lead.				
46. Teachers resist leadership from other teachers.				
47. Teachers are allowed to try out new ideas.				
48. The SMT (School Management Team) values teachers' opinions.				
49. The SMT allows teachers to participate in school level decision-making.				
50. Only the SMT takes important decisions.				
51. Only the SMT takes initiative in the school.				
52. Adequate opportunities are created for the staff to develop professionally.				
53. Team work is encouraged.				
54. Men are given more leadership roles than women.				

Thank you for your time and effort!

APPENDIX 10

THE ENACTMENT OF TEACHER LEADERSHIP: A NAMIBIAN CASE STUDY 2010

TEACHER LEADER FOCUS GROUP INTERVIEW

1. Talk to me about leadership. What does the word 'leadership' mean to you?
2. Talk to me about teacher leadership? What does the term mean to you?
3. When you think of yourself as a teacher leader, what emotions are conjured up? Why do you think you feel this way? What do you suspect is the cause of these emotions?
4. Think about teacher leadership in a perfect school! What would the teacher leader be able to achieve (probe roles/skills/knowledge/relationships)? What support would the teacher leader have (probe culture/ SMT/other teachers etc.)?

Then spend the rest of the interview outlining the project, and explaining our expectations of the teacher leaders. Also talk about the subjective role of the researcher in the process, as well as all the ethical issues.

Thank you!

APPENDIX 11

THE ENACTMENT OF TEACHER LEADERSHIP: A NAMIBIAN CASE STUDY 2010

TEACHER LEADER JOURNAL ENTRIES

Journal Entry 1

Please would you fill in this information in your journal and bring to the focus group interview. This information will provide me with background information about the social context of your school and it will help me to get to know you a little better. Please be as honest as you can! I will ensure your anonymity at all times.

About your school:

1. What kind of school is it? (level/ resources/diversity/ size etc)
2. Describe the socio-economic backgrounds of the learners in the school and the surrounding community?
3. How would you describe the culture of your school; in other words, 'the way things are done around here'?

About you:

1. Name
2. Age
3. Gender
4. Years of experience as a teacher
5. Qualification
6. Which subjects do you teach and which grades?
7. Do you enjoy teaching? Yes/No/Mostly/Occasionally. Why do you say so?
8. Describe your family to me.

Think about yourself as a teacher leader:

1. What do you understand the term 'teacher leader' to mean?
2. Describe at least two examples of situations where you work as a teacher leader in your school.

Journal Entry 2

Think about a memory (strongly positive or strongly negative) you have when, as a teacher, you led a new initiative in your classroom or school.

1. Tell the story by describing the situation and explaining the new initiative.
2. How did leading this initiative initially make you feel?
3. What was the response to your leadership (either good or bad)?
4. How did this response make you feel?

Journal Entry 3

Think about the fourth term of school. It is often described as a term of learner assessment and examination.

1. Describe the different situations where you have worked as a teacher leader. What were the leadership roles you filled? What did you do?
2. How did your leadership impact on others? What was the response the teachers?
3. How did being a teacher leader in these situations make you feel?

Journal Entry 4

1. Think about yourself as a teacher leader and the personal attributes you have that make you a teacher leader.

- i. List these personal attributes.
- ii. Why do you think these particular attributes are important in developing teacher leaders?
- iii. Are there any other attributes you think are important and which you would like to develop to make you an even better teacher leader?

2. Think about yourself as a teacher leader and the knowledge and skills you have that make you a teacher leader

- i. List the skills and knowledge you have.
- ii. Why do you think this knowledge and these skills are important in developing teacher leaders?
- iii. Are there any other skills/knowledge you think are important and which you would like to develop to make you an even better teacher leader?

Journal Entry 5

Think about the first term of school. It is often described as a term of planning, especially around curriculum issues.

1. Describe the different situations where you have worked as a teacher leader during this term. What were the leadership roles you filled? What did you do?
2. How did your leadership impact on others? What was the response from the teachers?
3. How did being a teacher leader in these situations make you feel?

Journal Entry 6

Think now about your experience as a teacher leader and ponder on the barriers you have come up against.

1. Describe some of these barriers.
2. What are the reasons for these barriers, do you think?
3. How do you think these barriers can be overcome?
4. How do you think teacher leadership can be promoted?

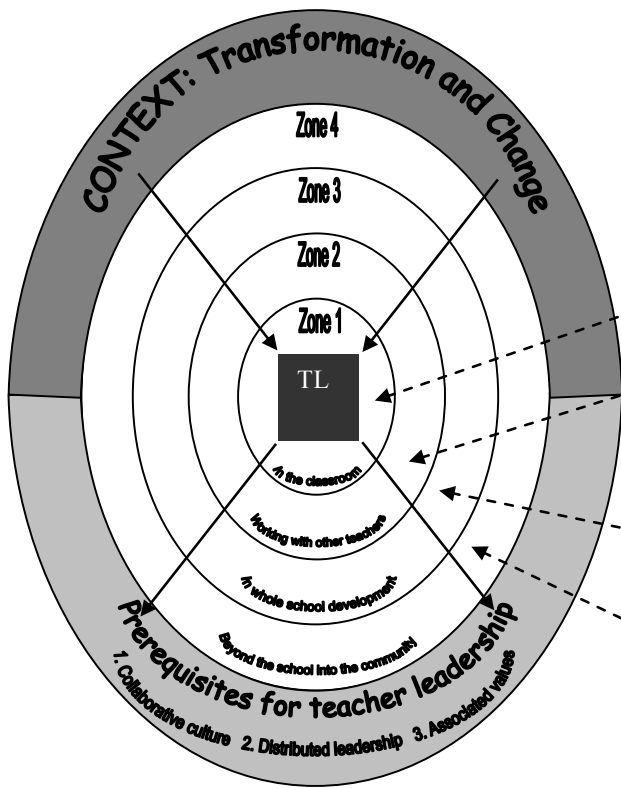
Journal Entry 7

1. Can you tell a story / describe a situation in each of the following contexts when you worked as a teacher leader:
 - i) in your classroom
 - ii) working with other teachers in curricular/extra-curricular activities
 - iii) in school-wide issues
 - iv) networking across schools or working in the school community
2. You have come to the end of your journaling process. Please feel free now to:
 - i) ask me any questions
 - ii) raise further points
 - iii) reflect on the writing process
 - iv) reflect on the research process as a whole

APPENDIX 12

THE ENACTMENT OF TEACHER LEADERSHIP: A NAMIBIAN CASE STUDY 2010

ZONES AND ROLES MODEL OF TEACHER LEADERSHIP
(Grant, forthcoming 2008a)



TEACHER LEADERSHIP

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