

'TEACHER LEADERSHIP MADE VISIBLE'
A CASE STUDY OF THREE TEACHER
LEADERS IN A SEMI-URBAN
SECONDARY SCHOOL IN
KWAZULU-NATAL

By

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This Dissertation is submitted in partial fulfilment of the academic requirements for the Degree of Master of Education in the School of Education, University of KwaZulu-Natal, Pietermaritzburg.

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DECLARATION

I, Jayendran Moonsamy declare that the work presented is my own. Any references to work by others are duly acknowledged by means of complete references.

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ABSTRACT

South African schools during the era of apartheid were characterized by hierarchical and bureaucratic management structures that, for the most part, stifled the leadership potential of all those within the organization. With the onset of democracy in South Africa in 1994, there has been a radical shift in education policy and legislation which propagates making schools democratic organizations in which distributed leadership practices and collaboration is the norm. Within the distributed leadership framework, leadership is not synonymous with the work of those in formal management positions but rather the work of leadership involves multiple individuals. As such there is now a platform for the definitive engagement in the promotion of teacher leadership in South African schools. However, despite this enabling policy framework, teacher leadership practices are not embedded in the culture of many South African schools. This could be attributed to teacher leadership being its infancy stage in South Africa and the notion of teacher leadership not being valued.

Using the lens of distributed leadership, this small case study examined the enactment of teacher leadership in a semi-urban secondary school in KwaZulu-Natal and illuminated the factors that either hindered or enhanced this enactment. The study was conducted within a qualitative interpretive paradigm and my primary unit of analysis and primary source of data were three teacher leaders in the case study school. Data collection techniques included semi-structured individual interviews, a focus group interview, self-reflective journal writing, questionnaires, observation and document analysis. Data were analysed using thematic content analysis. The study utilised Gunter's (2005) characterisations of distributed leadership and Grant's (2008) Zones and Roles model as lenses to analyse and interpret the data.

My findings revealed that teacher leadership enactment was quite clearly visible at the school and was enacted within and beyond the classroom across all four zones of the model. This was attributed to a collaborative school culture that included trust, confidence in others to lead, appreciation and support that prevailed at the school. In addition, "authorised" distributed leadership served as an avenue for teacher leadership enactment at the school due to its legitimacy. Lack of time, teacher leaders themselves, paper overload, and constant policy changes were some of the factors that hindered the enactment of teacher leadership at the school. However, the schools' context in terms of nurturing teacher leadership resulted in the holistic enactment of teacher leadership.

CHAPTER ONE

ORIENTATION INTO THE RESEARCH TOPIC

1. 1. INTRODUCTION

The aim of this dissertation is to illuminate the enactment of teacher leadership within the distributed leadership framework by three post level one teachers in a semi urban secondary school in KwaZulu-Natal. In addition, the study explored the factors that either promoted or hindered this enactment in that particular school context. In this chapter, I introduce the topic and research questions underlying my study. In my discussion, I outline the background of the South African education system, which forms the context of this research study.

Thereafter I present a brief of my research rationale and a synopsis of my research design and methodology as well as the theoretical framing of my study.

1.2. BACKGROUND OF THE STUDY

1.2.1. A Fledgling Education System

Durring the era of apartheid the South African educational system produced schools characterized by hierarchical and bureaucratic styles of management emphasizing authority and accountability. “South African schools ...have been organized in a rigid hierarchy and managed from a top-down approach” (Steyn and Squelch, 1997, p.1). Consequently, the ethos of the top-down approach inhibited the development of teamwork towards a shared vision in schools. Teachers were confined to classroom teaching and decision-making was in the hands of the authority of formal leaders at the school. But with the onset of democracy in 1994, educational policies were designed which reflect-the new government’s commitment to eradicate the evils of the apartheid legacy and “construct an inspirational and viable vision of post –apartheid South Africa’s education and training system” (Parker, 2003, p.18). With the establishment of democracy in South Africa, education has been a notable beneficiary of transition with the founding of a single department of education that promotes a shift of centralized control to a collaborative decision making process within the schooling system. Similarly, the vision of the Task Team Report on Education Management and Development of 1996 challenges schools to move towards a more participatory management style in schools, in which all people of the organization engage. New South African education policy and legislation such as South African Schools Act (1996) now focuses on the re-conceptualization of governance and management at all levels of the education system and most especially at the level of the school (McLennan and Thurlow, 2003). To comply with

the vision of the recommendations of the Task team report of Education Management Development (1996), policy formulation by government led to legislation such as the South African Schools Act (1996) and Norms and Standards for Educators (2000) which challenged schools to devolve power and adopt school cultures of a participatory nature. The Norms and Standards for Educators (2000) requires teachers to take on seven roles, amongst them that of a leader, manager and administrator which were previously deemed to be roles for those in formal leadership positions. Inherent within these legislation is the call for participatory decisions making processes and collaboration at all levels of the schooling system. In addition implicitly embedded in these education documents is the avenue for teacher leadership to flourish at schools. For me these legislations creates the space for all people to lead, therefore the task of leadership and management is to develop this inherent potential in teachers. Furthermore, these present day policies view leadership as a form of ‘leadership beyond headship’; in other words, there is a shift to a distributed form of leadership. As a result, post level one educators have the opportunity to take on leadership and management roles beyond the classroom.

The South African Schools Act of 1996 which focuses on the principles of democracy and decentralization of power places schools firmly on the road to a school based system of education management spread across a web of stakeholders. This means that at the level of practice, all public schools have to review their management practices and transform themselves from hierarchical to democratic organizations. However, present day South African schools are fledgling democratic organizations and as a result face the challenge of transforming themselves in line with what Senge (1990) terms learning organizations as a result of the leadership and management structures inherited from our legacy of apartheid. Senge (1990) argues that learning organizations come to exist by changing the authoritarian controlling organizations of the past into democratic learning organizations for the future.

1.2.2. Re-conceptualisation of Educational Leadership and Management

Leadership in South Africa schools during apartheid was linked to headship and was associated with position, authority and status (Grant, 2006). These heads used their formal positions in the organization to control schools, which was favored by the previous government because of its ideology of ‘divide and rule’. This is in line with the view of Muijs and Harris (2003) who point out that much of the available research literature on leadership practices is premised upon individual impetus and offers a singular view of leadership. This

traditional notion of leadership is based on the assumption that change and school improvement in schools depend on the skills and abilities of a single individual. Harris (2004) argues that schools that operate within this notion of leadership will remain unresponsive to the demands of changing contexts within which they operate.

In contrast, and as a result of the new dispensation in South Africa, educational leadership and management practices at schools require urgent review. According to (Steyn, 2000) the vision of set out in the new education policy framework focuses on a move away from the traditional authorisation mode of decision making towards more collegial relations between principals and their staff. Leadership and management in the new policy framework is seen as a group activity rather than the domain of the principal and those in formal leadership positions. The vision is that that leadership can and should be shared throughout an organization. Present day policy initiatives demand that school organisation become collegial whereby all teachers engage in leadership roles. Unlike in the apartheid era where the principal held all the power, in these collegial structures power is decentralized and decision making is a joint venture between the school management team and educators in the organisation. The Ministerial Task Team Report on Education Management (DOE, 1996) advocates that the internal management of a school be accompanied by an internal 'devolution' of power within the school to replace hereditary autocratic leadership and management strategies. This implies a profound change in culture and practices in schools.

1.2.3. The status of Teacher Leadership in South African Schools

The demise of apartheid heralded a change in leadership roles at schools with the proliferation of policy initiatives that promote distributed leadership practices at schools. But despite these policies which are designed to redefine leadership practices in schools, teacher leadership beyond the classroom remains a challenge in many South African schools. Therefore, South African schools still experience vastly different realities in the enactment of teacher leadership (Grant, 2006). This could be attributed to the majority of present day teachers receiving their professional education qualifications during apartheid (DOE, 2006) which associated leadership with those in formal management structures. As such the present day teachers face a daunting challenge in embracing teacher leadership at schools.

In addition since 1994 as a result of teacher rationalisation to compliment a single education department and changes in curriculum, teachers are also required to have the knowledge and

competencies to cope with the demands of the classroom (DOE, 2006). According to the Department of Education the most critical challenge for teacher education in South Africa was the limited knowledge of many of the teachers (DOE, 2006) which I believe impacts negatively of the enactment of teacher leadership at schools. For me this can be attributed to teachers not being aware of the inherent teacher leadership policy framework which results in them not taking up leadership roles at schools. Furthermore, the Department of Education still hold principals accountable for the success of teaching and learning at schools and thus principals become entrapped between the demands of accountability and the ideals of teacher leadership embedded in educational policies. Consequently, leadership in many schools is still practiced in line with Bush's (1995) "formal model" of management where leadership is associated with those in formal management positions. In other words, there is a gap between policy and practice in relation to the practice of leadership in many South African schools.

Jansen (2002, p.202) echoes this when he writes that "dramatic policy announcements and sophisticated policy documents continue to make no or little reference to the modalities of implementation". Similarly, Bush, (1995) and Moloi, (2002) allude to the disparities that exist between the ideals of policies and the realities of everyday practise at school. They suggest that although new education policies call for a change in managing schools, many South African schools remain unresponsive and retain their rigid structures. The gap between policy and practise in South African schools can be attributed to South African schools being fledgling democratic organizations which have 21st century policies at their disposal but have school leaders who are unresponsive to change at the helm. This can be attributed to school leaders receiving very little support from the Department of Education to implement the vision of the new policy framework in post apartheid South Africa and because of the present day teacher education context.

The Report of the Ministerial Committee on Rural Education, (2005) also highlight the lack of qualified and competent teachers, under-resourced school facilities and limited access to professional development programmes for teachers as specific challenges facing teachers. In response to these challenges facing teachers, the Department of Education introduced "The National Policy Framework for Teacher Education and Development in South Africa" (2006) to address the challenges facing teachers. The vision of this policy framework is to develop the teaching profession to meet the needs of a democratic education system in the 21st

century. The overriding aim is to properly equip teachers to undertake their essential and demanding tasks of embracing educational change in fledgling democratic schools in South Africa. For me this policy framework and other educational initiatives would enhance distributed leadership practises at schools and prepares teachers for their teacher leadership roles beyond the classroom.

But despite this enabling policy and other educational initiatives many schools are unresponsive to teacher leadership. Teachers still function in isolation and the leadership practices of the apartheid era are prevalent at South African schools. But due to the benefits of teacher leadership for school improvement described in the literature from both the United States and United Kingdom in recent years, the status of teacher leadership in South African schools cannot go unnoticed. As mentioned earlier, the task of transforming schools into learning organisations is a challenge for all stakeholders but more especially for post level one educators who have to assume roles and responsibilities of those that were formally the domain of management. In other words, I argue that teacher leadership is a pre-requisite for schools to meet the demands of the 21st century schooling system. Teachers need to become aware of educational legislation that demands of them to take on leadership roles and the task school leaders and school management teams is one of creating a conducive culture at schools in which teacher leadership flourishes. Against this backdrop, the case study reported on in this dissertation, which is part of a group project, explores the enactment of teacher leadership in a semi-urban secondary school in KwaZulu-Natal.

1.3. RATIONALE OF THE STUDY

My interest in teacher leadership is entrenched in a combination of my personal experience as an educator and my academic experience as a Master of Education student. Firstly, in my experience as a post level one educator, leadership opportunities for level one educators were limited at my school, however I took on numerous leadership roles, in spite of the barriers that existed within the school. This resulted in my colleagues following my lead and taking on leadership roles, which led to school improvement. Secondly, when I became member of the school management team I was aware of the ideals of teacher leadership and used my influence to foster a culture that allowed for teacher leadership to prevail at the school. However, the success of my management initiative with regard to teacher leadership was limited. During M.Ed academic discourse I realized that there was extensive international literature on teacher leadership that was conducted by Lieberman, Saxl and Miles, (1988);

Wasley, (1991); Little, (1995); Muijs and Harris, (2003) and Gunter, (2005) etc). However, I found a gap existed in the South African literature with regard to teacher leadership in spite of the recent work of Singh, (2007); Rajagopaul, (2007); Khumalo, (2008) and Ntuzela, (2008). Grant (2006, p.551) in a study on teacher leadership in the South African school context reports that “few teachers appear to be embracing a teacher leader role and it is an unexplored area of research in South Africa”.

1.4. RESEARCH AIM AND QUESTION

With this in mind, I decided to pursue this “gap in the literature” by looking at how teacher leadership is enacted in a South African school and illuminate the factors that hinder and promote teacher leadership at schools. The aim of the study was to examine the enactment of teacher leadership by post level one educators in a particular school context and to make a comparative analysis between the leadership roles enacted by teacher leaders against Grants (2008) Zones and Roles model of teacher leadership. The study also aimed at exploring the factors that either hindered or enhanced teacher leadership roles by post level one educators at the school. The following broad research questions frame my study:

1. How is teacher leadership enacted in a semi urban secondary school in KwaZulu-Natal?
2. What factors enhance or hinder this ‘enactment’?

1.5. RESEARCH DESIGN AND METHODOLOGY

My study was located within the interpretive paradigm. According to Cohen, Manion and Morrison (2007) research within the interpretive paradigm to seeks to understand the subjective world of human existence. It reflects on people’s way of interacting in a social setting. It describes the meanings that people assign to social interactions they observe and it is largely descriptive and inductive in nature. In answering my research question, I needed to observe teacher leaders in their natural setting and investigate the factors that either promoted or hindered teacher leadership development in that particular context. Therefore, the interpretative paradigm was the most appropriate paradigm to locate my study in because it provided a thick description of the phenomena under study, which helped to answer my research questions.

I adopted a case study approach to answer the research questions. Case study research according to Cohen, Manion and Morrison, “involves observing a case or phenomenon in a

real-life context” (2007 p.254). In the real-life context, objective and subjective data is gathered via a variety of techniques and instruments. Since my research sought to describe how teacher leadership is enacted and what factors enhance or hinder teacher leadership in a particular school context, I believe case study research was the most appropriate research method to employ because the phenomenon of teacher leadership cannot be studied outside the context in which it occurs. This is echoed by Smylie (1995) when he writes that “Teacher leadership is an organizational phenomenon”. Because case study research involves observing a phenomenon in its natural setting, I observed three teacher leaders over a period of two terms in their own school context to examine their enactment of teacher leadership.

I used convenient sampling by conducting the study at my present school because I wanted to get a nuanced view of the enactment of teacher leadership. In addition, being a school manager at the school I was interested in using my findings to illuminate the teacher leadership practices that are prevalent at the school so that the school could be more successful in embracing teacher leadership. By adopting a case study methodology, I was able to use multi-method data collection tools thereby reducing the element of subjectivity. I used quantitative methods such as survey questionnaires as well as qualitative methods such as focus and individual interviews, journals, direct observations and document analysis to describe the phenomenon of teacher leadership. In the next part of this chapter, I give a brief outline of my involvement in the group research project.

1.6. MY INVOLVEMENT IN A GROUP RESEARCH PROJECT

The Masters in Education (Education, Leadership, Management and Policy) group of 2008 – 2009 consisted of 11 students on the PMB campus of the University of KwaZulu-Natal. One of our electives in the course work was a module on teacher leadership and, as we proceeded with the module we became very much interested in the concept of teacher leadership and its potential in bringing about school improvement. Therefore, the group of 11 students decided to embark on a combined research project. The group wanted to make a collective difference to the existing research on teacher leadership in South Africa. After reading extensively on the research already completed, we developed our research questions and designed our project. The group project was led by the M.Ed (ELMP) research lecturer. The project was designed as collective case study research. A case study is an in-depth exploration of a bounded system (Creswell, 2002). The group consisted of eleven M.Ed (ELMP) students from seven different schools and one FET college in KwaZulu-Natal. Each M.Ed student of

the group pursued and analysed three teacher leaders over a period of two school terms in eight different educational contexts across KwaZulu-Natal. In total we envisaged sampling 33 teacher leaders in order to gain a rich and in-depth view of teacher leadership. In addition the group collaboratively designed eight data collection instruments to get rich, in-depth data. The group was aware that the limitation of conducting individual case study is that findings cannot be generalised. Therefore the vision of the group project was to examine the common themes of the enactment of teacher leadership together with the factors that either hinder or enhance the enactment across all 11 case studies so that some sort of reliable and trustworthy generalizations could be illuminated at the end of the project.

1.7. THEORETICAL FRAMEWORK

Spillane, Halverson and Diamond (2004, p.10) propose a new perspective on school leadership practices which focuses on “Distributed leadership”. They argue that leadership is an activity that constitutes the interactions between the leaders, followers and the situation. The “leadership activity is constituted in the interactions of multiple leaders (and followers) using particular tools and artifacts around particular leadership tasks” (Spillane *et al*, 2004, p.16). This implies that leadership does not reside in any one of these constituents and each one is a pre-requisite for any leadership task. In the distributed framework leadership practices is not seen as solely the endeavors of any particular individual’s ability but it is a practice that is distributed over leaders, followers and their situation. The diagram below (Spillane *et al*, 2004) depicts the importance of these three elements in any leadership activity.



This perspective on leadership practice is currently receiving much attention and growing empirical support internationally. Empirical studies of effective leadership and school improvement both in the US and UK illuminate that the authority to lead need not be located in the person of the leader, but can be dispersed within the school organization (Harris and Muijs, 2005). In contrast to the traditional notion of leadership where individuals manage hierarchical systems and structures, distributed leadership allows for collective leadership, in which teachers develop expertise by working collaboratively. This distributed view of leadership requires schools to “decentre” the leader (Gronn, 2002) and to subscribe to the view that leadership resides in every person within an organization and not solely with the school head. For me distributed leadership is about using the collective expertise of all individuals in any leadership initiative at the school. In the distributed framework, leadership is not synonymous with the work of the principal. Instead, the work of leadership involves multiple individuals including teacher leaders. This approach to leadership lies within the framework of distributed leadership theory and it is within this framework of distributed leadership that I aligned myself as I conducted my study.

1.8. OUTLINE OF THE THESIS

In this chapter, I outlined the background of my study by describing the South African education system as a fledgling democratic education system that is facing a challenge of transforming schools into learning organizations. I also introduced the theoretical framework of my study together the rationale of both my individual study and group research project. In *Chapter Two*, I review both the international and local literature on teacher leadership so that we get a common understanding of the notion of teacher leadership. In addition, I discuss the theory of distributed leadership, which offered a lens through which to interpret the data. In *Chapter Three*, I present the research design and case study methodology that I used in my study. I also illuminate the limitations of my study and the ethical considerations that I conformed to during the course of my study. *Chapter Four* includes a presentation and discussion of my findings. *Chapter Five*, contains some concluding thoughts based on my study, reflections of my methodology and recommendations for further research studies.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. INTRODUCTION

This chapter consists of a review of literature related to the concept of teacher leadership as it is theorised and practiced in present day schools. The aim of the literature review is to acquire insight in answering my research questions, i.e. How is teacher leadership enacted in a semi-urban secondary school in Kwa-Zulu Natal and to identify the factors that promote or hinder this enactment? The notion of teacher leadership has come into prominence recently in South Africa due to teacher leadership playing a significant role in bringing about school improvement. Over the last three decades, literature on teacher leadership has been developed mainly in the United States of America and United Kingdom and more recently in South Africa. In the context of South Africa, the reasons for this are due to the impact of the recommendations of The Task Team Report of Education Management Development of 1996 and legislation such as the South African Schools Act of 1996 on the way schools are being led and managed. Although teacher leadership is a relatively new concept in South Africa, there are implications for school leaders in the way they manage and lead schools. According to Hargreaves (2003) and Lieberman & Miller (2004), teachers are under increasing scrutiny and political pressure to raise student achievement therefore the task of leadership must be one sustaining schools that work, not only for students but also for teachers.

Using a thematic approach, this chapter begins by examining international and local literature perspectives on the type of leadership required for school improvement and change.

Traditional models of leadership are analyzed for their effectiveness in bringing about the kinds of changes necessary to facilitate effective schools and teacher leadership. The chapter is aimed at revealing evidence that points to distributed leadership practices as the authentic leadership practice necessary in managing the challenges and demands of the postmodern world. Secondly, the theoretical perspectives on teacher leadership within the framework of collegiality, collaboration and distributed leadership are examined. I put forward an argument as to why autocratic ways of managing schools are inadequate in South Africa and how the restrictive nature of autocratic leadership within schools poses barriers to notions of distributed leadership and teacher leadership. I also review the literature on teacher leadership and explore various interpretations and definitions. Thirdly, the relationship between teacher

leadership and distributed leadership is examined, together with the factors that enhance and prevent teacher leadership in schools.

2.2. TRADITIONAL NOTIONS OF LEADERSHIP

In the first chapter, I mentioned that during apartheid South African schools were run as bureaucracies, emphasizing authority and accountability. In this regard, Bush describes how “South African schools and the wider education system display many bureaucratic features “(2003, p.49). These hierarchical and authoritarian management structures relied on a top-down approach in which school heads used their formal management positions to determine the best course of action and then implemented it in an authoritarian way. Deal and Peterson (1994) refer to this type of leadership as ‘technical leadership’ in which the principal acts as the planner, resource allocator, supervisor and disseminator of information and analyst. This type of leadership focused on working targets and had little consideration for people (Coleman, 2005). During the era of apartheid, school heads also had to implement government policies without questioning them. Steyn and Squelch describe how “principals and teachers have been mainly responsible for implementing policies and decisions taken by education authorities at central and provincial level” (1997, p.1). In this way teacher resistance and inquiry was stifled since they had to implement central government directives making the employee-school relationship into a purely economic transaction. Government policies promoted authoritarian control of education by the principal resulting in teacher leadership being stifled at schools. The above discussion illuminates that decision-making was solely the domain of those in the higher levels of the school bureaucracy and teachers were powerless to affect school wide policy, which hindered teacher leadership at schools.

During this period, the concept of leadership was premised on individual abilities of the principals rather than shared action of all stakeholders. For me although these principals were accountable to the Department of Education (DoE) because of their formal management positions in schools, this did not make them effective leaders because their leadership style adopted was often autocratic in nature and stifled teacher leadership. However, with the emergence of democracy in South Africa in 1994, South African education policy and legislation now focuses on the principles of democracy and decentralization of power. Motala (2003) argues that the education system post -1994 is a truly de-centralised system. In this new dispensation, schools are expected to operate as self-managing organizations rather than complex bureaucracies. The vision of the DoE Task Team report on Education Management

Development of 1996 requires a move towards more participatory management practices in school in which all the people of an organization engage. However, this report fails to highlight the need of those in formal management positions to change their practices (Grant, 2006). This can be construed as if the Task Team regards leadership and management activities as one or that there is a fundamental slippage in the use of the terms (Grant 2008). In light of the above, I argue that leadership and management are not synonymous terms and both processes are important in the successful implementation of teacher leadership practices at schools. For me each process has its own unique role to play in the effective management of teacher leadership at schools. In my discussion that follows, I discuss the importance of both processes and its influence on teacher leadership in schools.

2.3. LEADERSHIP AND MANAGEMENT AS DISTINCT PROCESSES

The terms leadership and management are often used interchangeably (Grant, 2008), but they are two separate entities since the duties and responsibilities related to both processes are different. For me leadership is about direction and purpose, while management is about efficiency and effectiveness. “Leaders look outward and to the future and success is derived from future-focused change, while managers look inward and to the present and to them success is derived from improved systems of control” (Clarke, 2007, p.1). Strong leadership and good management are both essential for the success of a school and a good principal is one that is skilled at both. Modern day writers define leadership and management in the following ways. Coleman (2005), when referring to leadership in the United Kingdom, suggests that leadership, management and administration overlap and their usage varies according to context. For Bush (2006) leadership is linked with change, whilst management is seen as a maintenance activity. Similarly, Spillane (2004) views leaders as agents of change whose acts affect influence other people more than other people’s acts affect them. West-Burnham, (1992) cited in Thurlow (2003, p.26) refers to “leadership as being concerned with values, vision and mission and management as being concerned with execution, planning, organizing and deploying”. Leadership is linked with vision, movement and change in an organization whilst “management is a process which works towards the stability, preservation and maintenance of an organization” (Astin and Astin, 2000, p.8). For Astin and Astin, leadership is concerned with change and they view leaders as change agents. Furthermore, they argue that since the concept of leadership implies that other people are involved, leadership by definition is a collective or group process. For me their view of leadership is closely associated with my theoretical framework of distributed leadership.

Leadership and management have two distinctly different set of responsibilities. Grant (2005) identifies guiding, motivating, initiating and inspiring colleagues to action as the main function of leadership. According to Grant, a leader also breaks boundaries, builds vision and moves forward. For me leadership is about being aware of the changing nature of the context and being able to set goals to meet the demands of change. A manager, on the other hand, is seen as establishing boundaries as well as organizing and maintaining order in an organization (Clark, 2007). The work of managers is seen as harmonizing, handling and structuring within the organization. So while leaders break boundaries, a manager sets or makes boundaries (Grant, 2005). A distinct difference in the roles of leaders and managers are thus visible. In South African schools, it is essential to motivate teachers and inspire them to higher achievement to maintain high levels of standards and productivity - the work of a leader. At the same time, it is also essential to maintain structure, order and harmony to ensure stability – the work of a manager. In short, South African schools require a combination of both leadership and management to be effective teaching and learning organizations that promote teacher leadership.

In light of the above descriptions, one can suggest that these definitions portray a very participatory type of leadership and management. Therefore, schools need to have participatory leaders who bring about organizational change in schools that support teaching and learning. For this reason the role and performance of school leaders is critical to the success of bringing about transformation in today's schools. My concept of a good leader is echoed in the sentiments of Leithwood, Jantzi, Steinbach (1999). They define transformational leaders as those who have charisma, who offer inspirational motivation, intellectual stimulation and individualized consideration. For them leadership in schools can be identified by a number of core leadership qualities. These qualities encompass setting directions; developing people; culture building in which colleagues are motivated by moral imperatives and structuring and building relationships with the school community (Leithwood, *et al*, 1999). These leaders have shown to improve schools culture or promote culture behaviors that contribute directly to school improvement.

For me schools led by transformational leaders bring improved values and beliefs and provide support for continued professional development and teacher leadership. These leaders encourage innovation and teamwork. Transformational leadership, according to

Rogus, “occurs in a way that leader and follower raise one another to higher-levels of motivation. Their purposes become fused” (1988, p.49). For Rogus (1988), transformational leaders view their role as creating an organizational culture where all are involved in the organizations priorities. For me this implies that transformational leaders allow teachers to use their full potential in the pursuit of organizations goals and in doing so they promote teacher leadership by involving all teachers in leadership endeavors of the school. Coleman (2005) asserts that principals who practice transformational leadership attempt to empower teachers and share leadership roles at schools. Likewise, Shields (2004) argues that transformative leaders (a term she uses for transformational leaders) are involved in fostering consensus, builds a productive school culture and structure that fosters participation in decision-making process. Transformational leaders according to (Burns cited in Starrat, 1993, p.8) encourage their followers to change their self-centred practices so that is collective action in attaining common good. Similarly, Leithwood *et al*, (1999) comments that transformational leadership entails a change in the leader-follower relationship for mutual benefit and good. In other words, transformational leadership practices foster distributed leadership where all members of the organisation engage in leadership activities. This is in keeping with the change advocated by the Education Management Development Task Team Report of 1996. Hence, the responsibility of improving the quality of teaching and learning in South African schools is in the hands of both formal and informal leaders at the school. The task of those in formal management positions is to create a school culture that encourages teacher leadership and the task of informal leaders is to engage their expertise wherever it exists in the organization.

However, the challenge that school management teams and teachers face is that they have not been formally trained and skilled to transform schools into self-managing institutions. These school leaders are expected to develop learning communities, provide professional growth to teachers, take advice of school governing bodies, resolve conflict and engage in collaborative decision-making processes (Clark, 2007). In the context of South Africa, McLennan and Thurlow (2003) cite Fleisch (1993) on the fact school leaders are under-prepared and ill-equipped for their new roles of leadership in the changing South African context. Therefore, it is the responsibility of the DoE to train and equip school leaders with the necessary knowledge and skills on how to manage effective schools and create conditions for teacher leadership. The DoE also needs to provide academic and professional support for its teachers so that they too have the necessary knowledge and skills to take on teacher leadership roles at

schools. This support must be in the form of mentoring, providing professional growth and empowering teachers within a distributed leadership practice. I believe that by empowering both the SMT and post level one teachers with the knowledge of the benefits of distributed leadership practices and teacher leadership at schools, the DOE would be achieving its aim of transforming schools into self-managing institutions that promote effective teaching and learning.

2.4. LEADING AND MANAGING LEARNING ORGANISATION IN THE 21ST CENTURY

2.4.1. Why the need for change?

South African schools are made up of multitude personalities, structures and rules thus making it a complex organization. According to Senge (1990) a learning organization actively works to improve itself by critically engaging its practices. Senge (1990) states that schools should become learning organizations, promoting teaching and learning, a view advocated in the Education Management Development Task Team Report of 1996.

Hierarchical organizations worked well in the past but due to today's schools being dynamic and influenced by various stakeholders and sectors of society, bureaucracy does not promote effectiveness and efficiency in schools (Ash and Persall, 2000). This is a result of the changing nature of schools and the job requirements of educators. While bureaucratically structured organizations flourished in meaningless repetitive tasks, schools require teachers to be concerned, caring and innovative (Bush, 2003). South African schools have changed from racially segregated schools to multi-cultural and multi-racial schools. The changing nature of schools has made it necessary for consultation, participation and collaboration amongst all stakeholders involved in schools.

According to Mclagan and Nel (1995), we need a more flexible, flatter structure to address the changing needs of South African society. Flatter structures are those with few levels of hierarchy. A flatter structure implies that authority is not vested in a single person but rather decision-making is a collective and participatory activity in schools. A shift from an authoritarian style of running a school to a more participatory style is thus propagated whereby principals have to relinquish some of their duties and power to their colleagues to ensure effective management of schools. The reason for the shift from traditional leadership practices can be attributed to the growing research evidence (Muijs and Harris, 2007) that point to the benefits of multiple leaders as opposed to a singular leader linked with headship.

Research evidence has shown that a profound change in leadership practices that make use of multiple leaders in an organization results in improved organizational and students outcomes (Spillane, 2006). Likewise Harris and Spillane, (2008, p.31) write “the old organizational structures of schooling simply do not fit the requirements of learning in the twenty-first century”. For Harris and Spillane (2008, p.31) “the work of leadership requires diverse types of expertise and forms of leadership flexible enough to meet the challenges and demands” of modern day schooling which are based on collaboration, networking and multi-agency. Muijs and Harris (2003) concur when they state that authority to lead does not have to necessarily be located in one single person, but rather dispersed amongst all the teachers in a school. The collective knowledge, skills, attitudes and values of teachers and other relevant stakeholders in flatter structures helps to create and support conditions under which teachers and their students are able to achieve learning.

The move from an authoritarian leadership style to a participatory form of leadership is an ideal situation. Participative leadership implies involvement and input from staff in all sectors of the school e.g., leading departments, subjects and co and extra curricular activities of the school. Day and Harris explain that “in a growing number of schools in many countries, leadership is being dispersed across a broader range of teachers who have responsibilities for managing departments, particular subject disciplines...”(2002, p.957). This for me represents recognition by principals that they cannot lead on their own and that all teachers have the potential to lead. Research also suggest that “leadership is not the sole purview of the school principal, teacher –leaders and other professionals also play important roles in leading instructional innovation” (Smylie and Denny cited in Spillane *et al*, 2004, p.6). Likewise, according to the Education Management Development Task Team Report (1996, p.26) “management should not be seen as the task of the few, it should be seen as an activity in which all members are engaged”. In other words, leadership and decision-making is no longer seen as only the domain of the principal, but rather it is collectively spread across the teachers in the school. Collaboration in the school is seen by the involvement of staff and other stakeholders in the functioning of the school. Effective leaders realize that a school’s leadership is more than the effort of one person (Harris, 2003). These leaders organize their structures so that their leadership and management process is of a participatory nature and not autocratic. A high level of constructive involvement implies a high level of collaboration and participation while a low rate of involvement reflects a lack of collaboration.

In the context of South Africa, Thurlow (2003) puts forward that national and local governments previously did many aspects of decision making and planning. Many of these processes are now the responsibility of schools themselves. Thus, self-managed schools need to involve all stakeholders in decision-making processes. Teacher leadership therefore becomes very important. The above discussion highlights that both leadership and management are important in transforming schools into learning organizations where all members engage. However, due to leadership tasks being assigned to those in formal management structures, teacher leadership potential remains untapped in many South African schools. In the next part of the chapter, I discuss the distributed model of leadership that those in formal leadership and management positions can use to foster teacher leadership practices at schools.

2.5. DISTRIBUTED LEADERSHIP THEORY

A new perspective on leadership practice is the notion of ‘distributed leadership’ which is currently receiving much attention and growing empirical support (Gronn, 2000; Spillane, 2006). In most models of leadership, leadership was “premised upon individual endeavor rather than collective action and a singular view of leadership continued to dominate” (Muijs and Harris, 2003 p.437). In fact, in the South African context, leadership of schools is often presumed to be in the hands of the principal. However, current legislation such as the South African Schools Act of 1996 and The Norms and Standards for Educators (2000) and growing empirical research, both in South Africa and abroad, suggests that leadership can be shared and distributed in a school (Gunter, 2005; Grant, 2006, 2008; Spillane, 2006). One of the most congruent findings from recent studies of effective leadership and schools improvement is that authority to lead need not be located in the person of the leader, but can be dispersed within the school organization (Day *et al*, 2000; Harris, 2002). Distributed leadership can be understood as a kind of leadership where the roles and responsibilities of the school are distributed to all stakeholders within a school or institution. According to Harris, (2004, p.14) “engaging many people in leadership activity is at the core of distributed leadership in action”. Muijs and Harris (2005, p.28) claim that “distributed leadership concentrates on engaging expertise where it exists in an organization rather than seeking this only through formal positions or roles”. In other words, the functioning of the school is seen as a group activity rather than an individual endeavor. Distributed leadership allows for collective leadership, in which teachers develop expertise by working collaboratively. This distributed view of leadership requires schools to ‘decentre’ the leader (Gronn, 2000) and to

subscribe to the view that leadership resides in every person within an organization and not solely with the school head. This distributed approach to leadership is the framework that I align myself with in my study.

Although distributed leadership has become increasingly used in the discourse about school leadership in the last few years, Bennet, Harvey, Wise and Woods (2003) argue that there is no one definition or meaning of distributed leadership and interpretations of the term may vary. They suggest that it is “a way of thinking about leadership” (2003, p.3). For them leadership is ‘fluid’ which is a shift from the traditional view of leadership that distinguishes the leader from the follower. For me the distributed leadership framework requires that the leadership functions be extended over the work of a number of individuals working towards a common vision or around a common problem (Harris, 2004). I believe that within the distributed leadership model the decisions on who has to lead and who followers is dictated by the nature of the leadership task rather than where one sits in the hierarchy. The distributed leadership model suggests inter-dependency rather than dependency (Rizvi, 2008). Similarly, Muijs and Harris, (2003) argue that distributed leadership works on the premise of shared responsibility emphasizing interdependency rather than dependency of leadership functions while it recognizes that there are multiple leaders and focuses on interactions rather than the actions of those in both formal and informal leadership roles (Spillane, 2006). For Spillane (2006) distributed leadership is the collective interactions among leaders, followers and their situation and each element is an important component of distributed leadership. Likewise, Spillane, Harlverson and Diamond argue that distributed “leadership activity involves three essential constituting elements – leaders, followers and situation. It does not reside in any one of these elements, and each is a pre-requisite for leadership activity”(2008, p.10).

From the above discussion, it is evident that the distributed leadership model emphasizes collective action, empowerment and shared agency. A distributed model of leadership suggests leadership does not reside in the principal’s office any more but leading schools requires multiple leaders that share or divide responsibilities of running schools (Spillane, 2006). Gibbs (1954) cited in Gronn (2000, p.324) claims that “leadership is best conceived as a group activity”, where all members of an organization pool their expertise in “favor of task focused roles which results in abandonment of fixed leader – follower dualisms” (Gronn, 2000, p.325). In this way, “leadership is no longer an individual matter but is spread

throughout an organization with leader's roles overlapping and shifting as different developments arise" (Rizvi, 2008, p.91). This model of leadership view leadership as more than the endeavors of what individuals in formal leadership roles do and implies a redistribution of power and a re-alignment of authority within the organization. In the South African context, this implies that school principals need to give leadership opportunities to all teachers within the school as opposed to restricting leadership roles to those in formal management positions, thereby allowing all teachers to lead in and out of the classroom.

This does not suggest that those in formal management positions are redundant and that no one is responsible for the overall performance of an organization. Instead, the task of those in formal management positions is to guide and distribute the leadership of the school across stakeholders (Harris, 2004). I tend to agree with Harris (2004, p.14) when she states that distributing leadership "equates with maximizing the human capacity within the organizations" because present day schools are very organic and fluid. Present day schools face daunting challenges and the only way they can overcome these challenges is when the human capacity is maximized to allow all teachers to lead because relying only on leadership from those in formal management positions in schools is limiting potential. For me the distributed leadership model allows teachers at every level of the school to contribute their unique value and expertise in bringing about improved student achievement and organizational effectiveness. By participating in distributed leadership practices, the leadership potential of all teachers is developed and recognized whilst remaining classroom practitioners (Katzemeyer and Moller, 2001). However, I want to make the point that distributed leadership is not a panacea or a blueprint or a recipe (Spillane, 2006). Instead, it is "a way of getting under the skin of leadership practice, of seeing leadership practice differently and illuminating the possibilities for organizational change" (Harris and Spillane, 2008, p.33).

2.5.1. Characterization of distributed leadership used in my study

According to Gunter (2005, p.51) "distributed leadership is characterized as authorized, dispersed and democratic". Firstly, authorized distributed leadership is where the principal by virtue of his formal position in a hierarchical system distributes tasks and responsibilities to other teachers. The principal, by virtue of his formal position, authorizes teachers to do certain tasks and teachers as insubordinates are therefore required to comply with his or her

request. According to Gunter, teachers accept this distribution because it is regarded as legitimate. This practice is common in South African schools where school leaders' associate distributed leadership with "delegated leadership", e.g. the principal delegating teachers to lead committees within the school. For me this misconception and slippage of the use of these terms originates from our apartheid era of associating school leadership with headship. South African school principals often authorize leadership tasks and responsibilities unilaterally to those individuals whom they trust and are close to and teachers accept them due to personal gains or for the betterment of the school. This for me is problematic because personal bias and exclusions come into play when distributing leadership tasks within this characterization.

Secondly, according to Gunter (2005, p 52), dispersed distributed leadership refers to a process "where much of the work goes on in organizations without the formal workings of a hierarchy". This type of leadership centres on spontaneity and insightful working relations (Gronn, 2003). Dispersed distributive leadership, although similar to democratic leadership, focuses on promoting the private interests of individuals through collective action. Dispersed distributed leadership is more bottom up and emergent and is developed by through the legitimacy of the organizational member's differentiated knowledge and skills (Gunter, 2005). Within this characterization the organization the tasks and responsibilities of leading is in the hands of all teachers in spite of formal structures existing. This implies a different power relationship within the school where the distinctions between leader and follower diminish. A bottom up process of leadership tends to dominate the school culture and structure. Teachers within the organization take up leadership roles in the pursuit of individual interest or in the pursuit of whole school development and improvement (Gunter, 2005). Within this characterization, some teachers initiate leadership roles in the hope of securing promotion to formal leadership roles, whilst some have the natural ability to initiate and lead tasks and responsibilities that ultimately leads to school improvement. Thirdly, democratic distributed leadership is similar to dispersed distributed leadership however unlike dispersed distributed leadership democratic distributive leadership engages with organisational values and goals (Gunter, 2005). Democratic distributed leadership includes challenging the rationality of the decision-making process and ethics of an organization (Woods, 2004). For me, democratic distributed leadership practices foster a culture that challenges social inequities and inequalities in the search of the institutions well being and public good.

2.5.2. Limitations of Distributed Theory

While the research evidence (Darling-Hammond, 1995; Lieberman, Saxl and Miles, 1988) from leadership and school improvement fields highlights the benefits of distributed leadership, the theory has a few notable limitations. According to Harris and Spillane (2008) the major limitation of distributed leadership surrounds the different definition that is associated with it which results in conceptual confusion and overlap. For Harris and Spillane (2008) various authors define distributed leadership differently and, as a result, distributed leadership is associated with various leadership concepts e.g. participative leadership, democratic leadership shared collaboration. They argue that the accumulation of different definitions serves to obscure meaning and there is a real danger that “distributed leadership will simply be used as a ‘catch all’ term to describe any form of devolved, shared or dispersed leadership practice”(Harris and Spillane, 2008, p.32). A further limitation of the distributed leadership theory lies “in the implicit tension between the theoretical and practical interpretations” (Harris and Spillane, 2008, p.32). They argue that in the theoretical sense distributed leadership is rooted in notion of multiple leaders working towards a shared vision of school improvement whilst in the normative sense it is nothing more than shared leadership practice (Harris and Spillane, 2008). For them the limitation of distributed leadership is whether we have evidence to show “whether, how and in what form distributed leadership contributes to school improvement” (Harris and Spillane, 2008, p.32).

In addition, the other limitations of distributed leadership centers on incentives, accountability and context (Kazenmeyer and Moller, 2001). The first limitation surrounds the issuing of incentives to teachers when they take on leadership roles in schools. Should incentives be given to teacher leaders within the school context? Some critics argue that when teachers are remunerated their willingness to take on leadership roles increases whilst others claim that distributed leadership allows for personal empowerment which holds teachers in good stead for promotion. For example, Katzenmeyer and Moller explain that “meeting the monetary and non-monetary needs of teachers profoundly affects the chances of making a difference in teachers willingness to serve as leaders” (2001, p.127). I argue that offering incentives in the form of remuneration or reduction in workload is problematic in most South African Schools due to their financial plight and the shortage of qualified teachers, therefore incentives such as remuneration and reduction of workload of teacher leaders is a limitation of the distributed leadership model. Secondly the distributed leadership theory propagates distributing school tasks to all teachers within the organization (Spillane, 2001; Gronn, 2002,

etc) but South African legislation places principals accountable for school effectiveness and learner performance (Personal Administrative Measures, 1998). Therefore, school heads are sometime reluctant to distribute leadership tasks to all in the organization because failure of teachers in leadership roles and tasks will result in school heads being held accountable for ineffectiveness of the organization. An example of principals not resorting to distributed practices due to accountability is echoed in this statement: “But I am the principal and legally responsible for what happens in this school” (Katzenmeyer and Moller, 2001, p.82). This for me illuminates accountability for the success of a school as a limitation of the distributed leadership practice model.

Thirdly, for me the distributed leadership theory does not address the context of the school and variables such as the level of teacher expertise within the school. According to Katzenmeyer and Moller (2001, p.85) “the success of teacher leadership depends on the context in which it takes place”. The distributed leadership theory evolved in first world countries that had the necessary teacher expertise and finances for it to succeed. In South Africa and most third world countries teachers with expertise are in great demand, therefore the affluent and marketable schools attract and retain teachers with expertise and curriculum knowledge. For Bertram, Muthukrishna, Wedekind (2007), South African schools are faced with a demand for teachers because of teacher migration of newly qualified teachers with the necessary expertise. For Katzenmeyer and Moller (2001), talented teachers who work in a school context that does not foster teacher leadership often seek better opportunities at other schools. As a result, the remainder of the schools are therefore saddled with under-qualified and unqualified educators who lack the necessary expertise to lead beyond the classroom. This becomes a limitation because the distributed theory warrants using the expertise of teachers in leadership practices within the organization. This indicates that the distributed leadership model is very much context sensitive, which is a limitation. The above discussion highlights a few of the limitations associated with implementation of the distributed leadership model. In the next section of the chapter, I move on to discuss the growing research on the concept of teacher leadership.

2.6. DEFINITIONS OF TEACHER LEADERSHIP

In this part of the chapter, I introduce the concept of teacher leadership and illuminate the enactment of teacher leadership in present day schools. Thereafter I discuss the factors that enhance and hinder this enactment. While much literature exists on teacher leadership, there

is no one clear definition of the term 'teacher leadership'. Katzenmeyer and Moller (2001, p.5) define teacher leaders as "teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teacher learners and leaders, and influence others towards improved educational practice." Similarly, Wasley (1991, p.23) defines teacher leadership as 'the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader'. Liebermann, Saxl and Miles (1988, p.150) offer a similar view of teacher leadership when they characterize them as "risk takers, willing to promote new ideas that might seem difficult or threatening to their colleagues". For Harris (2005, p.80) teacher leadership is "premised upon the ability to empower others to lead". She is of the opinion that it is a shared responsibility of those who work within the school and those who work on behalf of the school (Harris, 2005).

Lambert (1988) defines teacher leadership for school capacity building as involving all stakeholders in the work of leadership. She suggests this perspective requires working with two critical dimensions of involvement namely breadth (involvement of many individuals) and skillfulness (understanding and possessing the skills of leadership). According to Harris and Lambert (2003, p.44), "teacher leaders are in the first place, expert teachers, who spend the majority of their time in the classroom but take on leadership roles at times when development and innovation is needed". Boles and Troen (1994, p.11) contrast it to traditional notions of leadership, by characterizing teacher leadership as a form of "collective leadership in which teachers develop expertise by working collaboratively". According to Harris and Muijs (2003), teacher leadership is a mode of leadership premised upon the principles of professional collaboration, development and growth. I elaborate on these principles later on in my discussion on conditions and factors that promote teacher leadership in schools.

While the term "teacher leadership" is fairly new to educational literature, the notion has long existed in schools. In my opinion teacher leadership is not a formal role, responsibility or set of tasks, but it is rather a form of action where teachers are empowered to lead development work that impacts directly upon the quality of teaching and learning (Grant, 2005). Teacher leaders lead within and beyond the boundaries of the classroom, they identify with and contribute to a community of teachers and influence others towards improved educational practice (Katzenmeyer and Moller, 2001), which ultimately leads to school improvement. It is noticeable from the above definitions that teacher leadership is not a positional concept and

it is concerned with the idea that all members in the organization can lead when the distributed leadership model is practiced in schools. However, Harris and Muijs (2003) suggest that many schools, in practice, remain largely unchanged and retain the view that leadership is equated with status, authority and position.

Grant argues that in a South African context teacher leadership can be understood as “a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal leadership roles both in the classroom and beyond” (2006, p.516). For me, teacher leadership essentially refers to the exercising of leadership roles by post level one teachers beyond the confines of the classroom. These teacher leaders are expert curriculum practitioners who initiate school improvement by taking on informal leadership roles in the functioning of the school. This is similar to Grant’s (2006) definition to which I align myself for the purpose of my study. The ways in which teacher leadership is enacted in the case study school will be determined by the school’s context because teacher leadership is “fluid and emergent, rather than a fixed phenomenon” (Gronn, 2000, p.324). Similarly, Grant (2005) notes that teacher leadership must be understood in the context in which it operates.

2.7. THE ENACTMENT OF TEACHER LEADERSHIP

If the necessary conditions are in place to support and sustain teacher leadership then the question that beckons is what do teacher leaders do, in other words “How is teacher leadership enacted in schools”? Due to teacher leadership being fluid and emergent it can be enacted in number of ways in schools depending on the unique school context and skills of teachers. Katzenmeyer and Moller (2001, p.13) see teacher leadership as having three main facets. The first function of a teacher leader, they suggest, is one of offering leadership to students and fellow colleagues. In this role, teacher leadership responsibilities include facilitator, coach, mentor, trainer, curriculum specialist, creating new approaches and leading study groups. Within this facet in the South African context teacher leaders exchange resource materials, counsel learners and support teachers in professional development initiatives. The second function of teacher leaders according to Katzenmeyer and Moller (2001) is of contributing to the operational tasks of the school. This would include keeping the school organized and moving towards its goals as action researcher and member of a task team. In the South African school context, this enactment is one of serving as a grade controller or whole school evaluation co-ordinator. The third facet for Katzenmeyer and Moller (2001) is teacher leadership roles in decision-making capacities within and outside the

school. This would include roles in governance and school improvement teams, and membership of committees. Educator representation in school governing bodies and chairperson of committees such as welfare, cultural and sport are some of the roles of teacher leadership enactment that encompass this facet in the South African context.

Similarly, Devaney (1987, in Gehrke, 1991, p.3) describes six leadership areas that are practiced by teacher leaders at school. In this paragraph, I highlight the six leadership areas that Devaney (1987) outlines as areas that characterize teacher leadership enactment within the school context. According to Devaney (1987), teacher leaders continue to teach and in order to improve individual teaching proficiency and skill. For her teachers gain their legitimacy by being in touch with the latest developments of classroom practices. Secondly, teacher leaders organize and lead peer review of teaching practices (Devaney, 1987). In this leadership area teachers review their teaching practices, plan, and implement revision programmes. Thirdly, teacher leaders provide curriculum development knowledge to colleagues. Fourthly, (Devaney 1987) states that teacher leader's participates in school-level decision-making. This could be in the form of staff meetings or grade meetings etc, where teacher leaders' work with fellow colleagues to arrive at decisions that are well informed and well accepted. Fifthly, teacher leaders lead in service training and staff development activities. Lastly, according to Devaney (1987) teacher leaders engage other teachers in collaborative action planning, reflection and research.

Grant (2006) based on the work of Devaney (1987) offers a model of teacher leadership for the South African context, in which teacher leadership is categorized into four levels or zones. She describes how teachers can lead within four zones; the classroom, working with other teachers in curricular and extra-curricular activities, leading in school-wide issues and in whole school development and finally by leading beyond the school into the community. The first level (Zone1) sees teachers filling the core business of teaching by leading the teaching and learning process. Teachers keep abreast of new developments by attending workshops and engage in reflective practice. This view is reflected in much of the literature of teacher leadership, which emphasizes, that teacher leaders are expert teachers (Ash and Persall, 2000; Katzenmeyer and Moller, 2001).

The second level (Zone 2) views teacher leaders as leading beyond the classroom. In this zone teachers initiate and develop working relationships with other teachers in an effort to

improve pedagogical practices (Grant 2006). For example, teachers lead initiatives in subject committee meetings and disseminate knowledge from attending DOE curriculum workshops to colleagues. In level three (Zone 3) teachers are involved in whole school development and school policy initiatives (Grant 2006). For example, teacher leaders see themselves as important stakeholders in the school based planning and make their input on shaping the school policies. They are involved in school based action research and SWOT analysis in the hope of improving the organization. This level also refers to teacher leadership in relation to extra-curricular activities. Similarly, Katzenmeyer and Moller (2001) echo this zone in their discussion of a professional leaning community of teacher leaders.

Finally, in Level 4 (Zone 4) teacher leaders are those that extend themselves beyond the school and lead in the greater community (Grant 2006). These teacher leaders engage themselves in School Governing Bodies, teaching and learning forums at a cluster and district level and in teacher unions. I use Grant's zones and roles model of teacher leadership (Grant, 2008, p. 93) in my study since it was developed in a South African context. Other writers have identified further dimensions of the teacher leadership such as under taking action research (Ash and Persall, 2000), instigating peer classroom observation (Little, 2000) or contributing to the establishment of a collaborative culture in the school (Lieberman *et al*, 2000). In summarizing the roles as outlined by the various writers, an important point emanating from the literature, which I would like to reiterate, is that teacher leaders are in the first place expert teachers, who spend at the majority of their time in the classroom but take on different teacher leadership roles depending on the context of the organization (Katzenmeyer and Moller, 2001). I argue that although teacher enactment takes place at schools in their own unique way, teacher leadership is not without its problems because literature suggests that there are a number of barriers to teacher leadership.

2.8. BARRIERS OF TEACHER LEADERSHIP

Distributed leadership requires those in formal management positions to relinquish power to others. One of the most powerful barriers of teacher leadership is a hierarchical school organization controlled by autocratic principals. According to (Katzenmeyer and Moller, 2001) a significant barrier to teacher leadership identified in literature is structural and concerns the 'top down' leadership model that still dominates in many schools. Harris describes how "the current hierarchy of leadership within both primary and secondary schools means that power resides with the leadership team" (Harris, 2004, p.20), i.e. the

SMT. As a consequence, leadership is viewed as the preserve of the few rather than the many. In South African context, education policy prior to 1994 placed substantial power in the hands of school heads. These heads use their positions to lead school autocratically restricting teacher leadership at schools (Grant, 2006). Therefore, the barrier of teacher leadership presently is to get these autocratic principals to relinquish leadership roles in schools (Grant, 2006). Another barrier to teacher leadership is teachers resisting taking up teacher leadership roles because many teachers view leadership roles as the SMT offloading their work onto them (Singh, 2007). Singh (2007) refers to this as “passing the buck” (p.67). Similarly, a further significant barrier of teacher leadership is the non-acceptance of teacher leaders by colleagues and unwillingness of teachers to accept new ideas (Harris, 2003). When post level one educators take on leadership roles, colleagues do not regard their leadership positions as legitimate and therefore they do not collaborate in leadership tasks led by fellow teachers. Katzenmeyer and Moller explain how “teacher’s continue to struggle with concerns about the reactions of their peers to their leadership activities” (2001, p.125).

Poor interpersonal capacity is another barrier of teacher leadership (Harris, 2003). Teachers do not have the necessary skills to take on leadership roles. Balancing personal responsibilities and school responsibilities also poses a barrier to teacher leadership (Fullan, 1993). Teachers cannot find the time to take on leadership roles beyond the classroom because of their personal commitments. According to Katzenmeyer and Moller (2001), teacher leaders may pull back from leadership tasks if it takes time from their personal responsibilities. They go on to argue that the reluctance of teachers to lead may not stem from their commitment towards the school but it is a survival skill for teachers who face multiple personal demands. In addition, the division of teachers into departments and subject learning areas present significant barriers to teachers working together. These structures work against teachers attaining autonomy and taking on leadership roles within the school since these structures identifies responsibilities and can prove to be barriers to teachers working together (Harris, 2004).

For me the added stress of leading beyond the classroom is also a barrier to teacher leadership. Teachers are comfortable and have control of ‘stress’ associated with leading initiatives in the classroom but they do not want the added burden of stress associated with leading beyond the classroom and “they do not have the energy necessary for leadership and

improving their practice” (Katzenmeyer and Moller, 2001, p.129). In addition, distributed leadership poses the challenge of how to distribute responsibility and authority, and more importantly, who distributes responsibility and authority? If school heads distribute leadership responsibilities in schools then it becomes nothing more than informed delegation. A distributed view of leadership “incorporates the activities of multiple groups of individuals in a school who work at guiding and mobilizing staff in the instructional change process” (Spillane, 2002 cited in Harris, 2003, p.75). The implications of this is that certain functions would have to be retained by those in formal management positions but that the key to successful leadership resides in the involvement of all teachers in collectively guiding and shaping the organisation. Therefore, principals must relinquish models or approaches to leadership which actively prevent teacher-led development work in schools. In this regard, Katzenmeyer and Moller believe that “progress has been made in terms of preparing principals to be facilitative leaders of teacher leaders, however, we still hear from some teachers who say that their principal is the biggest barrier they experience in their leadership roles” (2001, p.126).

School “micro-politics” is also another factor that hinders teacher leadership flourishing at schools. I am of the opinion that teachers fail to take up leadership roles and work together due to the micro politics within the school, e.g. promotion causes tension and rifts amongst staff members, therefore teachers do not want to take up leadership roles at schools. Grant (2008) reports that internal school conflicts resulted in a level of “bruising” amongst teachers, which operated as a barrier to distributed leadership. Similarly, Harris (2003) writes that non-acceptance of teacher leaders by colleagues is a barrier to teacher leadership. Singh (2007) theorizing from a micro-political perspective reports that ‘contrived collegiality’ act as a barrier to teacher leadership development. In some South African schools, unwilling veteran teachers also pose a barrier to teacher leadership. Fullan (1993) and Harris (2003) also allude to unwilling veteran teachers as a barrier to teacher leadership. These teachers are happy with the status quo of those in formal leadership roles leading. As a result of this, they resist taking up leadership roles and resist working collaboratively with informal leaders. The way school timetables are arranged also poses a barrier for teacher leadership in South African schools. Due to the diversity of the curriculum and shortage of qualified teachers, timetables are arranged to maximize the teaching time of teachers. As a result, school timetables do not make time available for teachers to meet and collaborate in subject matter and whole school development initiatives. In other words, timetable alignment does not promote collegiality.

Some teachers may “lack confidence in their ability to be leaders” (Katzenmeyer and Moller, 2001, p.18) and this lack of confidence is a barrier to teacher leadership. In order to overcome this barrier, the task of those in formal management roles is to develop the confidence levels of teachers at their schools by collaborating with them and supporting them in their ideas and ventures at the school. The lack of rewards in leadership roles is also another barrier of teacher leadership at school. I believe that due to teacher leaders not being remunerated, teachers do not want to take on the added responsibility. In addition, teachers feel that those in formal positions must carry out leadership tasks because they are being remunerated for it (Singh, 2007). Present day teachers have to work second jobs to support families and they do not have the energy or motivation to take on addition leadership responsibilities at school (Katzenmeyer and Moller, 2001). Therefore, for me, as a result of teacher leaders not being rewarded is a major barrier of teacher leadership at schools.

According to Katzenmeyer and Moller (2001, p.127) “the lack of rewards for teacher leadership must be addressed”. In order to overcome this barrier teacher leaders who are unique in their own way need to be offered some incentive in terms of either monetary or non-monetary rewards e.g. reduction in teaching workload or better working conditions that will motivate them to lead beyond the classroom. “We strongly believe that retention of talented teachers in our profession and the encouragement of teachers to take on leadership activities will require attention to both monetary and non-monetary conditions” (Katzenmeyer and Moller, 2001, p.127). Therefore, schools heads need to find other incentives for teachers to take up leadership positions “and to seek alternative ways of remunerating staff who take on leadership responsibilities” (Harris, 2004, p.19). My discussion above highlights some of the significant barriers that impact negatively on teacher leadership at schools but I believe that a concerted effort of all role players (teachers, SMT’s and education authorities) in addressing these barriers will result in the successful enactment of teacher leadership in present day schools

2.9. FACTORS THAT ENHANCE TEACHER LEADERSHIP

In present day schools, teacher leadership does not merely happen by chance. Certain prevailing conditions are required to support and sustain teachers in leadership roles. International and local literature (Smylie, 1995; Katzenmeyer and Moller, 2001; Muijs and Harris, 2003, Grant, 2006 and Singh, 2007) highlights a number of factors that enhance

teacher leadership at schools. In response to the second research question, the following discussion illuminates some of the important conditions that are essential for the success of teacher leadership in present day schools. These include collaborative cultures, professional learning communities, 'Moving' school structures, professional development initiatives, the principal's leadership practices and the teacher leadership skills.

2.9.1. Collaborative School Cultures

According to Smylie (1995, p.6), teacher leadership is an organizational phenomenon and "occurs in, is influenced by and exerts influence on the structural, social, political and cultural dimensions of school organizations". Similarly, for Katzenmeyer and Moller (2001), the context of the school is the most important factor in the development or the obstruction of teacher leadership. They argue that although individual teacher beliefs, values and skills affect their ability to lead, the context of the school is central to the success of teacher leadership (Katzenmeyer and Moller, 2001). This to me suggests that it would be difficult to develop the full potential of teacher leadership without developing its context. According to Grant (2006), teacher leadership will not be promoted unless there is collaboration with a collegial culture and participatory management styles practiced by school management teams. The implication of this is that schools structure and culture needs to change in order to promote teacher leadership. Schools structures need to become more flat, i.e. the power base must be diffused. This would include a culture of distributed leadership and a collaborative culture with participatory decision-making and vision sharing.

It is evident from my earlier discussion that the concept of distributed leadership has a variety of meanings, and that some of these meanings resemble notions such as collegiality and teamwork in which all members of an organization engage. In other words, distributed leadership provides conditions for teacher leadership to flourish and in so doing has the potential to transform South African schools into learning organizations. Stemming from the above discussion, it is evident that collaboration and collegiality are at the core of distributed leadership practices. Teacher collaboration and collegiality do not emerge naturally in schools because it is greatly influenced by the culture that prevails at schools. Culture can be seen as 'the way things are done in a school', as defined by Deal (1985) cited in Bush and Anderson (2003, p.87). Coleman (2003) defines culture in an organization as the roles and authority that people fulfill. Literature suggests that the culture that is prevalent in an organization plays an important role in the successful management of teacher leadership in

our schools. Muijs and Harris suggest that “teacher leadership flourishes most in collaborative settings, and that therefore creating a culture of trust that allows collaboration to grow is crucial to the development of teacher leadership” (2007, p.113). Therefore I argue that the school’s culture impact directly on distributed leadership practices and teacher leadership enactment. For distributed leadership practices to flourish we need a collaborative culture to prevail at schools. “Collaboration, for Day and Harris, “represents a horizontal rather than hierarchical power distribution within the school and is at the heart of teacher leadership”(2002, p.962). Bush and Anderson (2003) identified four key features, which make up culture. These are values and beliefs, shared norms and meanings, rituals and ceremonies and heroes and heroines. A positive school’s culture where there is evidence of sharing and respect fosters teacher leadership (Katzenmeyer and Moller, 2001). According to Muijs and Harris (2007, p.129) “teacher leadership needs to be deeply embedded in the culture of the school”. Therefore, I believe that school culture has a direct link with teacher leadership and involves collaboration and participation. Collaborative school cultures provide creation and support under which teacher leadership flourishes and they also have the power to create rich and meaningful environments for distributive leadership. In collaborative school cultures, individual and group activities are valued and supported.

Similarly, Rosenholtz (1985, p.351) claims that “the most effective schools do not isolate teachers but instead encourage professional dialogue and collaboration”. Collaborative cultures are the hallmarks of ‘moving’ schools and it is within these schools that distributive practices flourish. According to Muijs and Harris (2003), values such as transparency, trust, respect, consultation and ownership are fundamental to the development of collaborative cultures and organizational change. However, I believe that developing collaborative cultures and distributed practices is a challenge for most South African schools because, as Grant and Singh argue, “at the level of the institution within this society, hierarchical and bureaucratic management structures remain the norm in many schools” (2009, p. 299). Nevertheless policy initiatives and legislations introduced by the democratic government post 1994 are forcing schools to review their practices to promote collaborative cultures within schools that foster distributed leadership at schools. These conditions are as follows. Firstly, teachers must be given time to collaborate with one another. School leaders who want to manage teacher leadership effectively need to pressure teachers to rethink their values and beliefs concerning school improvement. Therefore school leaders and management needs to set aside time for teachers to meet in order to plan and discuss issues such as curriculum matters, organizing co

and extra curricular programs and collaborating with colleagues. According to (Katzenmeyer and Moller, 2001, p.110) having common time for meeting and planning is important for the success of teacher leadership in schools. As I mentioned earlier collaborative cultures have the power to create rich and meaningful environments for change, therefore teachers need to be challenged by the leadership of schools to rethink their roles and responsibilities as leaders.

The above discussion suggests that school leaders and managers should strive to bring their school cultures closer to ‘moving’ school cultures that promote teacher leadership. Moving schools have the striking characteristic of collaborative cultures. Hopkins, Ainscow and West (1994) describe collaborative cultures as cultures that are supportive of teaching and learning. This involves joint work by teachers, development by means of mutual support and an explicit agreed view on education's values (Hopkins *et al*, 1994). For Day and Harris (2002, p.962) “collaboration represents a horizontal rather than hierarchical power distribution within the school and is at the heart of teacher leadership”. Teacher leadership for me will flourish in a ‘moving’ school culture. In ‘moving’ school cultures where teacher leadership is the norm there are certain fundamental characteristics. Teachers are supported and encouraged to help fellow colleagues in curriculum matters, teachers work collaboratively on attaining student and school improvement, teachers communicate openly and are actively involved in decision-making (Rosenholtz, 1985). In addition, according to Rosenholtz (1985), teachers are recognized for the contributions and their input is valued at schools. The above discussion illuminates that developing a ‘moving’ school culture fosters teacher leadership practices at schools.

2.9.2. Professional Learning Communities

Teacher collegiality within a school can be measured by the frequency of communication, mutual support and professional development amongst its teachers. Teacher collegiality leads to ‘professional learning communities’ (Hargreaves, 1992). According to Day and Harris (2002, p.962) a professional learning community, “is one where teachers participate in decision- making, have a shared sense of purpose, engage in collaborative work and accept joint responsibility for the outcomes of their work. Katzenmeyer and Moller (2001) argue that in schools that have professional learning communities where democratic and participatory decision-making and shared leadership exist, teacher leadership thrives. This suggests a view of the school as a learning community is chiefly concerned with maximizing

the achievement capacities of all those within the organization (Gronn, 2000). It has become increasingly clear from various sources (Katzenmeyer and Moller, 2001; Harris and Muijs, 2003; Grant, 2006) that we need professional learning communities in which teachers leaders work together and focus on student learning. According to Katzenmeyer and Moller (2001), the principle reason for teacher leadership is to transform schools into professional learning communities.

In these professional learning communities, teachers need to participate in development workshops and engage in meetings with fellow teachers. In order to achieve high quality in teaching and learning, teachers must assume roles of leadership and take on more responsibility for school wide change (Katzenmeyer and Moller, 2001; Muijs and Harris, 2003). The relationship between teacher leaders and other teachers is important when building professional learning communities within the school. These collegial relationships must be based on trust and respect because they influence teacher leadership at schools (Ash and Persall, 2000). Values such as transparency, trust, respect, consultation and ownership are fundamental to the development of collaborative cultures and organizational change (Harris and Muijs, 2003). In addition, Harris and Muijs (2003) state that teacher leadership offers a new professionalism based on trust, recognition, empowerment and support. According to Little (1990), teacher collegiality operates in practice when teachers talk about teaching, there is shared planning and preparation, teachers are involved in peer teaching and observation and there is mutual training and development. For any change in practice to be implemented and sustained, Fullan (1992) has found that implementation occurs when teachers interact with and support each other as they try out new practices, cope with difficulties and develop new skills.

I believe that since the practice of teacher leadership is in it's infancy stage in South African schools, the challenge is to develop self-confidence in teachers so that they can take on leadership roles in their schools. In order for this to happen, collaboration or networking structures need to be set up to ensure that teacher leaders can fully develop their leadership potential (Gehrke, 1991). This can be attained by collaborating with teachers in other schools, involving in site committies and DoE structures like cluster meetings and engaging in action research. It has been argued that such activities help to develop teachers' confidence and reflection on their practice (Day and Harris, 2003). A strong-shared vision coupled with a culture emphasizing teamwork and collegiality (Muijs and Harris, 2007; Grant, 2006) also

enhances teacher leadership. When teachers take on leadership roles, the potential for conflict increases therefore the culture within schools must be one of offering support and minimizing conflict between teacher leaders and peers (Katzenmeyer and Moller, 2001). Harris contends that “overcoming these difficulties will require a combination of strong interpersonal skills on the part of the ‘teacher leader’ and a school culture that encourages change and leadership from teachers” (Harris, 2004, p.21). School leaders must put practices into place that are similar to ‘safety nets’ (Katzenmeyer and Moller, 2001) so that teachers are comfortable to lead in spite of the challenges that teacher leadership roles might bring. Teacher leaders should also be aware that their leadership roles can cause conflict amongst their fellow peers, however they should understand that the benefits of taking on leadership tasks and working collaboratively outweigh the friction amongst colleagues. The principals of schools should also develop a cordial working relationship with teacher leaders because it is the teacher leaders who supplement the principal’s energy and help in accomplishing the school’s vision (Ash and Persall, 2000). This is evident in schools when principals often seem to give leadership opportunities to certain teachers and value their input on school related matters because their input and innovations in the school help him or her in attaining the school vision.

2.9.3. School Structures

There is no single correct definition for organizational culture but there is general agreement that the word structure refers to the set of establishments, committees and groupings put into place to ensure a school or organization can function in a desired way (Hopkins, Ainscow and West, 1994). According to Bush (2003, p.64), “structure refers to the formal patterns of relationships between people in the organisation. It expresses the ways in which individuals relate to each other in order to achieve organisational objectives”. The structure of an organization provides the framework for values and relationships in a school (Mclagan and Nel, 1995). Values relate to culture and this is why structure and culture have an interlinked role in a school. Structure and culture do not exist in isolation but rather co-exist in a school. Therefore, the structure of a school plays an important role in teacher leadership enactment in schools. For me structure can inhibit or promote teacher leadership opportunities in the school. School structure is largely influenced by the policy makers and school leaders. For Katzenmeyer and Moller, “structural systems may include the way we organize for teaching and learning, the way time and resources are used, the physical structures of the school buildings, the ways we make decisions in schools, the way information is shared and the type

of incentives offered” (2001, p.81). The way these dimensions are structured in schools impact on whether teachers take on leadership roles or not.

In school structures that foster teacher leadership, time is made available for teachers to collaborate around discussions on teaching and learning, time is made available for teachers to analyze student performance and teachers are fully aware of what is happening in the school, in other words school information is made explicit to all (Katzenmeyer and Moller, 2001). To heed to the above structures, requires school principals to relinquish power and adopt distributive leadership practices at schools that enhances teacher leadership. This implies “a changing view of structures away from command and control” (Harris, 2004, p.15). Most change processes fail in schools because school leaders merely change school structures and assume that they can manage change effectively in flatter horizontal structures without changing the leadership practices at schools. This change is often superficial and cannot sustain the change process (Fullan, 1992). School leaders need to understand that change is unpredictable and uncertain (Fullan, 1992), therefore their role is to create a culture and climate at their schools in which teachers are encouraged to take risks. For me the success of teacher leadership at a school depends on an inspired principal who realizes the value of teacher leadership and who finds creative ways of fostering teacher leadership.

2.9.4. The role of the principal in fostering Teacher Leadership

I believe that teacher leadership opportunities in the school are directly related to the leadership practices of the school principals. “The principal is an advocate of teacher leadership”(Katzenmeyer and Moller, 2001, p.76). This means that the way school principals lead and manage school impacts directly on whether teacher leadership exists in schools. Research undertaken by Rizvi (2008) in schools in Pakistan, indicated that teachers involved in school leadership were dependent on school principals who provided leadership opportunities for teachers. In addition, the teachers indicated a need for enlightened, supportive principals who build strategic, collaborative cultures in schools and involve all teachers in decision making as a factor that enhanced their leadership roles. Similarly, Muijs and Harris (2007) state that purposive action from the head is one of the key driving forces behind the development of teacher leadership. Even though in some schools principals find it risky to share leadership roles, many understand the benefits of teacher leadership and share leadership roles at schools.

I believe that for teacher leader to flourish within the organisation, school principals need to adopt distributed leadership practices. Harris (2004) argues that exploratory studies have shown that where principals adopt distributed leadership practices at schools, school improvement is more likely to occur. Boles and Troen assert that “principals must understand that their influence over classroom teaching will be enhanced, not diminished, by involving teachers in decision making on matters of curriculum, instruction, schedules and budgets” (1994, p.41). Schools principals that adopt distributed leadership practices have shown to “encourage teacher collaboration, to increase teacher motivation and to improve teacher’s self efficacy” (Harris, 2003). Similarly, Day *et al* (2002, p.957) argue that “effective principals are those who encourage collaborative cultures and emphasize people management”. These school leaders create structures that enable teacher’s professional growth, providing time and resources to learn, collaborate, and institute their ideas. In these structures teacher leadership is encouraged and promoted by school principals. The leadership practices are aimed at changing the followers into leaders.

The role of the principal in this view is to build and maintain an organizational climate that supports and encourages teacher leadership in the school (Ash and Persall, 2000). Within this organizational climate, school leaders value and respect the work of teacher leaders, promote and facilitate collaboration, involve all teachers in decision-making, provide support for teacher leaders, embrace change and empower teachers in their leadership tasks. School leaders also act as a buffer from obstacles outside the school (Katzenmeyer and Moller, 2001). These obstacles may come departmental officials, parents and the greater community and the school leaders negotiate and diminish any barriers against teacher leadership in the school. Teacher leaders seldom are aware of these actions because school leaders shield them from any unpleasant information that may impede teacher leadership within the school (Katzenmeyer and Moller, 2001).

2.9.5. Teacher Leadership skills

According to Lieberman, Saxl and Miles (1988) teacher leaders possess certain skills. In their study of 17 teacher leaders in the United States context, they identified six important leadership skills that teacher leaders have. The first skill that they identified centered on building trust and rapport. For them teacher leaders engage in open supportive communication with colleagues and in this way they address resistance to change and build trust between colleagues and themselves. The second teacher leadership skill they identified

was the ability to diagnose problems. According to (Lieberman *et al*, 1988) teacher leaders are aware of the tacit knowledge in the school and they use this tacit knowledge to use it to diagnose organizational problems that colleagues face. They described in their study how “some people had intuitive awareness of the formal and informal relationships in a school, while others consciously worked out strategies to help them collect data to help them better understand the school social system” (Lieberman *et al*, 1988, p.155). I believe that this skill is very important because teacher leaders must be aware of the ‘unwritten rules’ and status quo of the school when taking on leadership roles because the lack of this tacit knowledge in leadership roles can lead to disharmony in schools. Thirdly, Lieberman *et al*’s (1988) study revealed teacher leaders have the necessary skills in managing the change process. They are able to resolve conflict amicably by working collaboratively. The fourth cluster of skills involved the use of resources. Lieberman *et al* (1988) argue that teacher leaders have the necessary skills to provide both human and material resources to colleagues in the hope of attaining the collective goals. i.e. school improvement. In some South African schools, this is accomplished by networking with teachers from other schools in cluster meetings where they make pedagogical material available for colleagues.

The fifth skill that Lieberman *et al* (1988) found that teacher leaders have includes managing administrative matters. Teacher leaders have the necessary skills of managing time, setting work priorities, delegating tasks, taking initiatives, monitoring progress and co-ordinating the tasks taking place in the school (Lieberman *et al*, 1988). Building skills and confidence in others is another skill that teacher leaders possess. According to Lieberman *et al*, (1998) teacher leaders build leadership skills and confidence in their colleagues by involving as many of their colleagues in leadership roles and at the same time provide a network of support for their colleagues when they take on leadership roles. This required “constant vigilance, building networks for support, continuously recognizing and rewarding positive individual efforts that improved the school” (Lieberman *et al*, 1988, p.159). In this way, teachers in the organization are not afraid to take on leadership roles because they are confident of themselves and they know that if they face challenges they have the necessary support in the schools. From the above discussion, it is evident that teacher leaders have some inherent skills and although this study was conducted in the US, the skills outlined by Lieberman *et al* (1998) characterize teacher leaders in any context. In spite of these inherent skills that teacher leaders possess, for me teacher leaders also need professional development from all stakeholders in order for them to function effectively in the various teacher

leadership roles at schools. In my discussion that follows, I highlight the importance of professional development practice in fostering teacher leadership at schools.

2.9.6. Professional Development

Teacher leaders make organisations work, therefore school leaders need to develop and support these human resources effectively to facilitate continuous improvement in the school. There must be constant staff development since staff development is seen as vital to keep teachers up to date with educational trends, policy and new developments. Literature suggests that professional development for teacher leadership needs to focus on developing both teachers' skills and knowledge (Muijs and Harris, 2007). The success of the school and the quality of its teaching and learning will depend on teamwork and collaboration and leadership capacity that has to be developed amongst all members of the institution (Muijs and Harris, 2003; Grant, 2006). Skills such as leading groups, workshops, collaborative work, mentoring, committees and collaborating with others need to be incorporated into professional development activities of the school to help teachers adapt to the new roles involved (Katzenmeyer and Moller, 2001).

Human resources in organisations vary in competencies and experiences (Coleman, 2005). This means the support given to teacher leaders must be contextualized. Davidoff, Kaplan and Lazarus (1994) put forward that South African teachers merely receive pre-service training, which is seen as adequate training for their entire careers. They argue that there is a need for ongoing teacher development in South African schools. Teachers need to be abreast with the latest educational information, techniques and aids to be effective. In South Africa, the inception of the Integrated Quality Management System (IQMS) aims to address this issue. When teachers feel valued they become committed to the vision of the school and take on leadership tasks. Therefore, school leaders need to provide supportive conditions for teachers to develop performance and empowerment. The ability to motivate staff is crucial for teacher leadership to flourish. In line with this thinking, "the work of the principal as CLO (chief learning officer) begins with spending time-lots of it -with teachers, in and out of classrooms, engaged in conversations about teaching and learning" (Ash and Persall, 2000, p.18).

Presently teacher morale in many South African schools is at an all time low due to rationalization, strike deductions and with new curriculum initiatives which teachers find

confusing. Therefore the task of school leaders is to motivate staff to improve performance and the create conditions under which teacher leadership flourishes (Katzenmeyer and Moller, 2001). I believe that for teacher leadership to flourish at schools, school leaders need to employ strategies such as showing appreciation for work done, engaging teachers in teamwork and keeping staff fully informed about school related matters and providing professional and emotional support. I believe that with confident principals willing to experiment and to share power, the raw potential for teachers to become a serious force in school leadership would impact positively on the teaching and learning process (Ash and Persall, 2000).

The above discussion suggests that the actions of the school leaders in providing supportive conditions is the key factor in nurturing and promoting teaching leadership at schools. As mentioned earlier the success of teacher leadership depends on the context in which it takes place. Therefore, for teacher leadership to emerge, schools must provide climates that foster working collaborative relationships amongst teachers, organizational structures must create time and space for teachers to meet and plan and finally the actions of school leaders must foster distributed leadership practices. Each of these factors affects the success of teacher leadership emerging in schools. In this part of the chapter, I highlighted the some of the factors that enhance the enactment of teacher leadership at schools, but I argue that although teacher leadership enactment takes place at schools in their own unique way teacher leadership is not without its problems because literature suggests that there are a number of barriers to teacher leadership. In the next part of my discussion, I discuss some of the barriers that hinder the enactment of teacher leadership at schools.

2.10. CONCLUSION

The review of the literature on teacher leadership reveals that teacher leadership is powerful because it contributes directly to school effectiveness, improvement and school development. Teacher leadership is powerful because it recognizes that all teachers can be leaders and that their ability to lead impacts positively on the teaching and learning process which contributes directly to school effectiveness and improvement. In South Africa, the benefits of teacher leadership cannot be over emphasized, due to the legacy of apartheid that fostered fragmented individualism amongst teachers where the leadership activity was the sole domain of those in formal positions of management. Therefore, the task of school leaders in South Africa is to create and support organizational structures that promote teacher leadership. I believe that a

more participatory atmosphere where teacher leadership flourishes is unlikely to materialize in settings where teachers' daily lives are overloaded with a staggering list of obligations in bureaucratic organizations.

For me teachers offer something beyond expertise. They possess knowledge of children and subject matter, dedication, sensitivity to communities and families, team spirit and the ability to communicate. However, the unique voice of teachers is too seldom heard or their views even solicited. In most schools, teachers have little or no say in scheduling, class placement, how specialists are assigned, decisions on hiring new teachers and the preparation of budgets and materials for teaching and learning (Kazenmeyer and Moller, 2001). Therefore, the challenge for school leaders is to adopt distributed leadership practices and foster a culture that promotes teacher leadership within the school. Teacher leadership is not about 'teacher power and control'. Rather, it is about mobilizing the still largely untapped attributes of teachers to create conducive conditions for teaching and learning. It is a tailored kind of shared leadership in the daily life of the school that must be fostered. In this chapter, I reviewed the existing literature that formed the basis of my study and, in my next chapter, I discuss the methodology that I used in my study.

CHAPTER THREE

METHODOLOGY

3. INTRODUCTION

In this chapter, I discuss the methodology that I used in my study namely case study research. In my discussion, I focus on the research paradigm that my study is situated in together with its ontological and epistemological assumptions. Thereafter I discuss the various data sources, viz, questionnaires, interviews, reflective journals and a school observation schedule used in my study. The chapter concludes with a discussion on the data analysis process and the limitations of my study.

3.1. RESEARCH AIM

The following broad research questions frame the research project.

1. *How is teacher leadership enacted in a semi urban secondary school?*
2. *What factors enhance or hinder this enactment?*

3.2. RESEARCH PARADIGM

Given the nature of my research questions, my study is located within the interpretive paradigm. Research within the interpretive paradigm, according to Cohen, Manion and Morrison, “seeks to understand the subjective world of human existence” (2007, p.21). It reflects on people’s ways of interacting in a social setting. It describes the meanings that people assign to social interactions they observe and it is largely descriptive and inductive in nature. According to Neuman (2000) interpretive research involves the understanding the live experiences of people in a specific setting. In addition, it allows us to learn the personal rationale that shapes person’s internal feeling that impacts on person’s decision to act in that particular ways (Neuman, 2000). This suggests that the natural setting is the primary target of gaining knowledge about the complexities of human interaction. Replicating interpretative research is practically impossible as each natural setting is characterized by its own uniqueness. In answering my research questions I needed to observe the teacher leaders in their natural setting so that I could record how teacher leadership was enacted at the school. According to Wellington (2000, p.16) researchers aim within the interpretive paradigm “is to explore perspectives and shared meanings and to develop insight into situations, for example schools and classrooms”. Similarly, Packer (1999) argues that the interpretive inquiry aims to characterize how people through their interaction experience the world in a particular setting.

Therefore, the interpretative paradigm was the most appropriate paradigm in which to locate my study because this research method provided me with the opportunity of attaining a thick and deep description of the phenomena under study, which helped to answer my research questions. Researchers within the interpretive paradigm do not see findings as cast in stone but rather fluid, changing and unique. The reason for this is that the interpretive researcher seeks to understand the subjective world of human existence (Cohen *et al*, 2007). The interpretive framework adopts a holistic approach in attempting to understand the complexities of human interactions, therefore conducting my research study within this paradigm was beneficial to me.

For the interpretive researcher, knowledge is comprised of multiple sets of interpretations that are part of the social and cultural context in which it occurs (Cohen *et al*, 2007). Therefore, the ontological assumption (i.e. the theory of reality) in this study is that there are multiple realities. In this study, the participants' social reality is shaped by their beliefs, values and the context in which they interact, which impacts on their enactment of teacher leadership. In my study, this implies that the way teacher leadership is enacted by the various participants within the school context may well differ. Epistemology deals with the forms of knowledge and the ways knowing i.e. How knowledge is acquired? According to Cohen, Manion and Morrison, (2007, p.7) "to see knowledge as personal, subjective and unique imposes on researchers an involvement with their subjects". The epistemological assumption made in this study is that knowledge will be created in the interaction between the researcher and the respondents.

As I mentioned in Chapter One, the purpose of my research study was not to make generalizations but rather to obtain a rich description of how teacher leadership was enacted in a semi urban secondary school and to increase the literature on teacher leadership in the South African context. In order to achieve this, I chose a case study approach because it allows for a better understanding of the complexities of human interactions through both a qualitative and quantitative data analysis process.

3.3. RESEARCH DESIGN: A CASE STUDY APPROACH

In this section, the research methodology that framed my study is discussed and I also put forward an argument in supporting my chosen research methodology to answer my research questions. As mentioned earlier, the research methodology used to answer my research

questions was a case study. Various writers offer a range of definitions of case study research that vary in their extent of detail. But all definitions allude to the fact that a case study is a holistic research method that uses numerous sources of evidence to analyze a specific case in point. Cresswell (2002) echoes this when he writes that a case study is an in-depth exploration of a bounded system (e.g. an activity, a process, an individual or a phenomenon) based on extensive data collection. Similarly, Stakes argues that “ a case study is both a process of inquiry about the case and the product of that inquiry”(2000, p.436). According to Cohen *et al* “Case studies strive to portray ‘what it is like’ to be in a particular situation, to catch the close up reality and ‘thick description’ of participants lived experiences of thoughts about and feelings for a situation”(2007, p.254). This implies that in case study research events and situations are allowed to speak for themselves, rather than being interpreted by the researcher. This is one of the reasons why I chose to adopt a case study approach in answering my research questions because I wanted the data in its natural setting, i.e. the school context to illuminate how teacher leadership is enacted. According to Yin (2003, p.13) “case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when boundaries between phenomenon and context are not clearly evident”. For Yin (2003), contextual conditions are of paramount importance when investigating the case. In my study, the contextual factors within the school were important in the portrayal of teacher leadership by the three teacher leaders and therefore it was one of the reasons for aligning my study in this research methodology.

Case study research, according to Cohen *et al* “involves observing a case or phenomenon in a real-life context” (2007, p.254). In this context, objective and subjective data is gathered via a variety of techniques and instruments. In my research study, objective data were collected via surveys and subjective data were collected through semi structured individual interviews and a focus group interview, journals, document analysis and observations. I believed case study research was the most appropriate research method to be employed because the phenomenon of teacher leadership can not be studied outside the context in which it occurs. This is echoed by Smylie (1995) who argues that teacher leadership is an organizational phenomenon. According to Cresswell (1998), the site chosen for the research should be appropriate for the research aim. Because case study research involves observing phenomena in the natural setting, I observed three teacher leaders over a period of two terms in their own school context to examine how they enacted teacher leadership. For Stake (2005, p. 450) “qualitative case study is characterized by researchers spending extended time on site, personally in

contact with activities and operations of the case”. I argue that I aligned myself to this characterization because I chose to do my study at my own school due to convenience. In this way, I was permanently at the site of my study and could examine how teacher leadership was enacted by three teacher leaders over two terms. By conforming to this characterization, I was able to get a rich meaningful description of my phenomenon under study.

Stakes (2005, p.443) offers an interpretive perspective on what a case study is when he writes that “case study is the study of the particularity and complexity of a single case coming to understand its activity within important circumstances”. He describes the case as a “bounded system”. He argues that the more the object of the study is specific, unique and a bounded system, the greater the usefulness of the epistemological rationale. In my inquiry, the case was the school and the unit of analysis was the three teacher leaders. There are a number of different case studies that have different purposes. Yin (1984, p.16) distinguishes three such types in terms of their outcomes. He classifies them as exploratory (as a pilot to other studies); descriptive (providing narrative accounts) and explanatory (testing theories). I argue that my inquiry was a descriptive case study because I wanted to get a rich description of how teacher leadership was enacted in a particular context. Stake (2005, p. 444) identifies three main types of case study viz, intrinsic, instrumental and collective case study. Stake (2005, p. 444) differentiates further between an intrinsic case study, where the purpose is to better understand a particular case for its own interest, and an instrumental case study, where a particular case is examined to provide insight into an area under discussion. I argue that my inquiry was an instrumental case study because the three teacher leaders were not of intrinsic interest in themselves but they were of interest in understanding how teacher leadership was enacted. In other words, this study could have taken place in another school.

According to Stake (2005, p. 449), the case is a complex entity operating within a number of contexts, which includes but not limited to physical, economic, ethical and aesthetic. This implies that a case study is situational and influenced by events or happenings which add complexity to the case. Stakes (2005) therefore advises researchers to consider the physical, cultural and economic contexts when interpreting results. I was open to the influence of the context on the way teacher leadership was enacted by the three teacher leaders. I achieved this by observing the three teacher leaders within the school context over two terms and documented my observations. In this way, I got a rich, detailed account of the context that influenced the enactment of teacher leadership at the school. Similarly, Yin (2003, p.13)

writes that researchers should use the case study approach when they want to learn about the contextual factors that influences the phenomena of study. I argue that since teacher leadership was my phenomenon of study and one of my research questions was to identify the factors that hindered or promoted teacher leadership, case study approach was the most appropriate methodology to use in my inquiry.

The advantage of using a case study approach as compared to other research methodologies is varied. In my discussion below, I highlight some of the advantages of case study research that warranted me to choose it as a research methodology in my inquiry. Firstly, a case study allows for rich, detailed study of educational phenomena and can lead to a descriptive account of such a phenomena (Cohen *et al*, 2007). In my study, the phenomenon under investigation was teacher leadership and I wanted to get a descriptive account of how teacher leadership was enacted by the three teacher leaders, therefore I believed that it was the most appropriate methodology to be used. Secondly, case studies use both qualitative and quantitative data and employ a variety of data collection methods. In my study, I used both qualitative and quantitative data collection methods to collect data so that I could get a rich description of how teacher leadership was enacted in a South African context and so that my findings were trustworthy.

Thirdly, case study methodology as mentioned earlier allows the data to speak for itself, the researcher does not interpret and evaluate the data. Since my study was aimed at examining how teacher leadership was enacted in a South African school context and identifying the factors that hindered or promoted this enactment, I needed my data to speak for itself so that I could get a rich understanding of my phenomena under investigation, i.e. teacher leadership. This was another reason for choosing a case study approach for my inquiry. Fourthly, I choose the case study approach in my inquiry because “case studies recognizer’s the complexity and “embedded ness” of social truths” (Cohen, Manion and Morrison, 2007, p.256). This implies that case study research acknowledges that there could be discrepancies and conflicting opinions on issues. Two other reasons for adopting a case study approach in my study is that case studies are strong an reality and they can be undertaken by a single researcher (Cohen *et al*, 2007). In my study I wanted to capture how teacher leadership was enacted and identify the factors that either promoted or hindered this enactment therefore, the case study approach was the most appropriate methodology to capture the realities of teacher leadership in action.

In spite of the advantages noted above case studies research have some notable weaknesses. The first weakness is that a case study can be influenced by the particular sources consulted and be prone to observer bias (Cohen *et al*, 2007). In my study, I used a variety of sources (document analysis, interviews, surveys and observations) to get a rich picture of my phenomena under study and I allowed the data to speak for itself by not interpreting and evaluating the data. The use of multiple sources of evidence increased the validity of my study. I also engaged in crystallization to minimize observer bias. Another weakness of case study methodology is that it does not allow for generalization. This weakness was minimized because the aim of my study was not to make generalizations but to capture the enactment of teacher leadership in a particular school context and to increase teacher leadership literature in the South African context.

3.4. LOCATION OF THE STUDY

My research was conducted at my own school which is a secondary school situated in the Midlands of KwaZulu-Natal. Since I was interested in conducting research on how teacher leadership was enacted in schools, I needed to get rich descriptions of teacher leadership in action. This meant that I had to observe teacher leaders in their natural setting (school context) over an extended period. I, being a full time school manager, therefore had no option but to conduct my research at my present school as getting special leave to conduct research at another school would have been problematic and irresponsible on my part. In selecting my school, opportunistic sampling was used since I had easy access to the teacher leaders and school documents that I wished to analyze. Due to me conducting my research at my own school my positionality as a researcher and school manager was discussed with the participants at the outset of my research study. This was done in order to diminish the power relations that existed between myself as researcher and the participants.

3.4.1. Context of Case Study School

The school is situated on the Battlefields route in the heart of the KwaZulu-Natal Midlands, with tarred roads leading up to it. The school, a secondary school, has section 21 status and a quintile rating of four. The quintile rating is given to schools by the DoE based on the schools' infrastructure and socio-economic backgrounds of learners it serves. The rating ranges on a scale one to five with the poorest of schools being rated as a quintile one school.

The school is fully fenced with a gate manned by a full-time security guard. It has a pupil enrolment of 960 learners, 467 of these learners are male and 493 female. Approximately 350 learners travel to the school from neighbouring areas which has a radius of approximately 20 kilometres from the school. There are 28 educators who are state employed and five educators employed by the school governing body. The management staff includes one male principal, one male deputy principal and four heads of department, of which one is a male. All members of the management team are Indian whilst the post level one educators comprise five African, two White and 20 Indian teachers. In addition, the school has one state paid administration clerk, one debtor's clerk and five support staff that are paid by the school governing body. The parent community constitutes mainly middle to lower income earners.

With regard to the buildings and infrastructure, there is one triple storey building, 4 single storey blocks, a physical education block, a technical block and a double storey administration block. The curriculum boasts a diverse range of subjects, within the following learning areas: Communications, Mathematics and Natural Science, Human and Social Science and Business, Commerce and Management Studies, Hotel Studies and Travel and Tourism which cater for learners from grade eight to grade twelve. Among the educational facilities are included, fully equipped Life Science and Physical Science Laboratories, a rich Library Resource Centre, a computer laboratory and a Hospitality Studies kitchen. The sporting facilities are varied, in that the school promotes athletics, soccer, volleyball, tennis, netball, cricket and softball. For the social development of the learner, the school encourages participation in debates, speech contests as well as leadership and orientation courses.

The school is committed to the creation of a culture of teaching and learning by means of effective educational practices. School effectiveness is evident in the vigorous selection and replacement of staff, care of the school environment, buildings and collaborative working conditions. It has in existence a fully operational code of conduct which assists in establishing a disciplined and purposeful school environment. The school has over the past five years attained an above 90% pass rate at Grade 12 level. The school has a fully functional, democratically elected, governing body in place which is participative in nature involving all stakeholders with an aim of ensuring effective running of the school.

3.5. SAMPLING AND PARTICIPANTS

Purposive sampling was used to select specific participants to address the research questions under investigation. In purposive sampling according to Cohen *et al*, (2007, p.114), “researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality or possession of the particular characteristics being sought”. The participants in my study included all the educators on the staff. However, three teacher leaders from the staff were selected as my primary participants. My rationale for choosing the three teacher leaders as my primary participants was appropriate because in my inquiry I wanted to find out how teacher leadership was enacted in a semi urban secondary school and these three teachers best epitomized teacher leadership at the school. In choosing the three teacher leaders, I was guided by the following criteria. Firstly, they had to be post level one educators, who held no formal management position in the school. Secondly, these three teachers were selected because they had taken on leadership responsibilities on committees to bring about school improvement. Thirdly, they were influential teachers who were trusted by the staff to lead school-based initiatives. Fourthly, these three teachers were given leadership duties and tasks by the school management team based on their ability, skills and expertise. Lastly, teachers played a major role in contribution to the success of the school in the community by involving themselves in school based community projects.

Using the above criteria as a guide, I identified the three teacher leaders and informed them that they would be my primary participants in my study. They were very appreciative and humbled in being recognized as teacher leaders for the purpose of my study. At the same time, they were excited and promised me their full co-operation in my study. The three teacher leaders comprised of one male educator and two female educators. The male teacher leader was 55 years of age who had been teaching for 34 years. He taught Mathematics and Maths Literacy in grades 10 to 12. One female teacher leader was 47 years of age who had been teaching for 26 years. Her formal teaching qualifications included a Junior Secondary Education Diploma and a Further Diploma in Education. She taught Afrikaans in grades 10 to 12. The second female teacher leader was 38 years of age who had been teaching for six years. Her formal education qualifications included a Bachelor of Arts degree and a Post Graduate Certificate in Education from UKZN. She taught Life Orientation in Grades 10 to 12 for the past two years.

3.6. GAINING ACCESS TO THE CASE STUDY SCHOOL

According to Cohen, Manion and Morrison (2007, p.109) “access is guarded by ‘gatekeepers’ who can control researcher’s access to those whom they really want to target”. In my research study, the ‘gatekeeper’ was my school principal therefore, prior to commencement of my study, I had to gain permission from the principal to use the school as my research site. I gave the principal a letter requesting his permission to conduct my research at the school. In this letter the nature and purpose of my research project was outlined (Appendix 9). I also enlightened my principal the reason for wanting to conduct my research at my present school as opposed to a neighbouring school. In the letter to the principal, I requested the co-operation and assistance of the principal, school management team and the level one educators. The letter also contained details of my tertiary institution at which I was registered as a student as well as the contact details of my supervisor.

The principal was very obliging to my request and granted me permission to conduct my study at the school and he also granted me access to all school related documents that were beneficial in my study. At the outset of my study in October of 2008, I briefed the staff at my school of the nature of my study and the need for them to grant me consent as participants in the study. Cohen *et al*, (2007, p,52) state that “much social research necessitates obtaining the consent and co-operation of subjects who are to assist in investigations and of significant others in the institutions or organizations providing the research facilities”. In a separate application, ethical clearance was gained for the research project by the project leader who was also my supervisor. Ethical clearance of my research project was granted by the university (Appendix 12) and the KZN Department of Education also granted me permission to conduct the study at my school. During the course of my study, I also conformed to the principles of professional ethics. I made every attempt to search for the truth and did not fabricate any data and distort the data to misrepresent the findings.

3.7. ETHICAL ISSUES

Ethics concerns the rules that govern researchers when conducting social research because it involves people. According to Cohen, Manion and Morrison (2007, p.58) ethics can be defined as “a matter of principled sensitivity to the rights of others”. This implies that in the pursuit of truth when conducting research, researchers must respect the human dignity of participants. In my study, I realized that I was a guest in the private spaces of the world of my participants (Cohen *et al*, 2007) and I adhered to research ethics thereby protecting my

participants' rights. Since my research adopted a case study approach that required direct observation and interest in personal views and experiences of participants in their natural setting, I adhered to the ethical principles of autonomy, non-maleficence and beneficence (Cohen *et al*, 2007). Autonomy deals with respecting people's right to decide for themselves. In my study, I did not pressurize or coerce my participants into divulging pertinent information to me and I avoided distorting their thoughts and views. Beneficence concerns the social good that research brings society (Cohen *et al*, 2007) and I hoped that my inquiry was beneficial to my participants and the greater research community. I adhered to the principle of non-maleficence which deals the right not to be harmed in any way by protecting my participants from exposure, embarrassment, stress, trauma and loss of self-esteem and standing in the school.

In my study, I adhered to different ethical consideration for the various data collection techniques". In conforming to ethical principles, informed consent letters were given to all members of the staff at the school to sign because I as a researcher would be making public things that were usually private. These informed consent letters served as a 'moral obligation contract' (Cohen *et al*, 2007) between myself as a researcher and the participants in my study (Appendix 10). The letter of consent outlined the exact nature and purpose of the research. The participants were also informed that their participation was voluntary, and they could withdraw from the research study at any time. In signing the consent letters, the participants were assured that their identities would be protected and disguised at all times, thereby guaranteeing them anonymity and confidentiality.

During the course of research inquiry, I was sensitive to the issue of power relations between the participants and myself. Therefore, I used the 'cap' of a researcher at all times and did not use the power vested in me as the Deputy Principal of the school to coerce and collect data from the participants. To reduce the power relations I interviewed participants in their own domains and at their convenience and I also assured them that their views and responses were important to me and in no way would I distort and divulge information that would jeopardize their position in the school. I was also constantly aware that my three teacher leaders were voluntary participants and I tried to be as accommodating as possible and did not make undue demands on them by virtue of my position in the school. For me, my social responsibility as a researcher with my participants outweighed the authority vested in me as deputy principal and participants.

3.8. DATA COLLECTION

One of the strengths of case study research is its ability to deal with a full variety of evidence. In my study, I capitalized on this strength by using a multi-method approach to collect data. My multi-method approach comprised both quantitative and qualitative data collection techniques. It must be borne in mind that I, being a novice researcher, had to develop the necessary research skills in order to conduct a high quality meaningful case study. In order to gain the necessary skills, I read the appropriate literature on the various data collection instruments and I also explored the skills required in collecting rich authentic data. Data were collected during the fourth term of 2008 and the first term of 2009. At the outset of the data collection process I developed a timeframe of when I would conduct interviews, collect journals and survey questionnaires but I did not conform to this timeframe due to the inaccessibility of my teacher leaders and school demands on both myself and the participants in my study. Another reason why I did not abide by my original time frames was due to the realisation that the journal entries and interviews was a time consuming task for my three teacher leaders. As a result I did not pressurize my participants to write in their respective journals within timeframes and I held my interviews when it was comfortable for my three teacher leaders. In a sense my data collection process was similar in characterization to Yin's (1984) description of case study data collection procedures as not being routinized.

My research process involved three levels. In the first level of the research process, I developed a contextual account of the school by taking field notes and completing a school observation schedule (Appendix 1). Also at this stage of the research, all educators in the school were requested to complete a teacher leadership survey in the form of a closed questionnaire. The Post level one educators completed a slightly different questionnaire (Appendix 2) to the SMT members (Appendix 3). Data gathered from the questionnaires were used to supplement the qualitative data from interviews, journals, school documents and create a picture of the content and culture of the school in relation to teacher leadership. In the second level of the data collection process, I adopted a qualitative approach by developing an etic view of teacher leadership by observing the three teacher leaders in a range of different contexts using a teacher leader observation schedule (Appendix 4) and Grant's (2008) Zones and Roles model for teacher leadership (Appendix 5). These zones included leadership in the classroom (Zone 1); working with other teachers in the learning area (Zone 2); leadership activities at a whole school development level (Zone 3) and finally teacher leadership activities that extends into the neighbouring school community, for

example cross -school cluster meetings (Zone 4). The third level of the data gathering process involved an emic view into the way teacher leadership was enacted in the school by the three participants through self-reflective journals (Appendix 6) as well as interviews with my teacher leaders. The teacher leadership interview process included an initial focus group interview (Appendix 7) with all three teacher leaders and later in the research process participants were subjected to a loosely- structured individual teacher leadership interview (Appendix 8).

Being a novice researcher, piloting some of the data collection instruments became necessary. I was confident of the merits of the survey questionnaire encapsulating the workings of teacher leadership within the school context since the questionnaire was piloted and revised by Khumalo (2008) in her teacher leadership study in 23 Umlazi schools in KwaZulu-Natal. The reflective teacher leader journals were also not piloted since the questions in the journals were constructed by myself and fellow M.Ed students and were piloted during the course of our studies. Similarly, the observation schedule was also not piloted as I felt that the nature of the instrument was self explanatory. However, I choose to pilot the focus and individual interview schedules. I chose to pilot the interview schedules because I wanted to make sure that the interview questions were appropriate to gain rich information on the teacher leader phenomenon of the school. I also hoped that during the piloting stage I could gain the necessary interview skills to clarify misconceptions and probe deeper into the phenomenon of teacher leadership in the school. I piloted the interview questions by having ‘mock’ interviews with other teachers who were not my primary participants in my study. As mentioned earlier, my three teacher leaders were my primary participants in the school and the primary sources of data were the journals and interviews, etc. The secondary sources of data used in my study included the following documents: staff minutes, school management team minutes, the school year planner, Integrated Quality Management System documents, South African Schools Act of 1996 and The Norms and Standards for Educators (2000) document. I used the latter two documents because these policy documents call for distributed leadership and teacher leadership to be practised in schools.

3.8.1 School Observation

Context of the site is often useful in providing additional information about the topic being studied (Yin, 1984). Similarly, I as a researcher I believed that the way teacher leadership is enacted in the school is largely influenced by the school context. In order to get a rich

description of the context I used direct observation as a research instrument in the school. This took place in October of 2008. I used a school observation schedule (Appendix 1) to develop a contextual account of the school. Being an educator at the school I was aware that my bias and subjectivity in collecting data on the context of the school could cloud my data therefore I triangulated my data by informally posing questions from the observation schedule to members of the school management team and post level one educators at the school. Most of their responses were similar to my observations of the school and, where there were contradictions, I revisited my colleagues for clarity on issues. In this way, I got a fair and honest assessment of the context of the school, which made my observations more trustworthy.

3.8.2 Survey Questionnaire

In survey research, the researcher uses questionnaires or interviews to gain information on peoples opinions and beliefs from a wide range of people (Cohen *et al*, 2007). Surveys are useful in describing trends for the population of people. Researchers using this methodology “will be seeking to gather large scale data from a representative sample population in order to state with a measure of statistical confidence that certain observed characteristics, occur with a great deal of regularity” (Cohen *et al*, 2007, p.206). Survey questionnaires are used

to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparisons can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context (Isaac & Michael, 1997, p.136).

Surveys gather data on a one-shot basis and hence it is economical and efficient. Surveys can be exploratory, confirmatory, descriptive or analytic. I, argue that my survey methodology was descriptive. According to Cohen, Manion and Morrison, (2007, p.207) “descriptive surveys describe data on variables of interests”. Variables of interest in my study included the teacher’s enactment of teacher leadership in the school and the factors that either promoted or hindered this enactment. Surveys are classified as longitudinal, cross-sectional or trend studies. I believe that my survey was a cross sectional survey because “cross sectional surveys are used to gather information on a population at a single point in time” (Cohen, Manion and Morrison, 2007, p. 213). The reasons for choosing the survey questionnaire as a

research instrument are outlined below. Firstly, I hoped to get a descriptive account of the enactment of teacher leadership and the teachers' perception about the factors that either promoted or hindered teacher leadership within the school. Secondly, self-administered questionnaires require less time to fill and permits respondents to respond freely. Thirdly, I used the quantitative data to compliment my qualitative data (minutes of meetings, participant observations and interviews) from the three teacher leaders on the way teacher leadership was enacted in the school. Similarly, I was able to use the School Management Team's questionnaire to cross check their perceptions of the enactment of teacher leadership and the factors that either hindered or promoted teacher leadership at the school with that of the post level one educators and vice versa. I believe that this made my findings more trustworthy.

During my initial briefing of staff on the nature of my research studying in October 2008, I distributed the self – administered survey questionnaire to all members of staff for them to fill in. The purpose of the questionnaire was to capture the teachers' perceptions of teacher leadership within the school and to verify the types and frequency of leadership activities in and beyond the classroom. The survey consisted of two questionnaires, one for the school management team and one for post level one educators. The questionnaire was about four pages long therefore I believed that it would not take too long to complete, because I was aware that respondents could be frustrated by a questionnaire that is too long and time consuming to complete. I decided to administer the questionnaires at the meeting so that I could clarify any misconceptions and doubt that the educators had on the questionnaire and collect the questionnaires immediately after the educators had completed it. This served a two fold purpose as I was able to minimize the two weaknesses associated with self administered questionnaires. According to Cohen, Manion and Morrison (2007, p.344) self administered questionnaires have a low response rate and respondents cannot seek clarification on questions. By doing this I was able to give clarification and increase the response rate of my survey.

The post level one questionnaire (Appendix 2) consisted of Section A, B and D whilst the SMT questionnaire consisted of Section A,B,C and D. Section A and B of questionnaires contained both close ended questions whilst section D contained open ended questions on the phenomena of teacher leadership. In section A, the participants were required to fill in biographical data. This was necessary to ascertain how variables like gender, age, experience

and educational qualification influenced the enactment of teacher leadership. In the survey questionnaire 30 questions used the Likert scale with a four to one response format, while 18 questions used the Thurstone and Guttman scale. I opted to use the Likert scale and Thurstone and Guttman binary scale because they are easy to comprehend and time saving for teachers to fill. Section B consisted of 4 sub sections. Section B1 was directed at gaining the educators views on the concept of leadership. Section B2 solicited responses on the extent of the enactment of teacher leadership at the school whilst Section B3 required of the participants to indicate the comities in which they took on leadership roles. This was included in the questionnaire because it linked up with Gunter's (2005) characterization of distributive leadership. Distributive leadership is characterized by Gunter as authorized, dispersed or democratic. The responses in this section gave me an indication as to the type of distributive leadership that existed in the school.

Section D contained four open-ended questions on the phenomena of teacher leadership. Open-ended questions, according to (Kanjee, 1999, p.295), "allow respondents to communicate their experiences or opinion about a specific issue in their own words, without any restrictions" while closed ended questions, on the other hand, "do not allow the respondents to provide answers in their own words, but force the respondents to select one or more choices from a fixed list of answers provided". Similarly, in my questionnaire the purpose of the open ended questions was to afford the participants the opportunity of expressing their views and experiences on the phenomena of teacher leadership since the close ended questions were cross format response type questions. The open-ended questions were aimed at accurately reflecting the views of teachers about their perceptions and experiences of teacher leadership within the school context. A combination of bold and capital letters was used in the questionnaire to highlight important texts and to give instructions to the participant.

Although I wanted to collect all of the questionnaires that I administered, three post level one educators chose not to fill in the questionnaire which can be attributed to the micro-politics in the school. Nevertheless, in total I collected five SMT questionnaires and 23 post level one questionnaires which was a 95% response rate.

3.8.3 Focus Group Interviews

The interview process comprised of a focus group interview with the three teacher leaders and three individual teacher leader interviews. According to Anderson and Arsenault, (1998) interviews add greater depth of the understanding to issues that relate to the case at hand. The interviews were my primary source of data in my study. Focus group interviews are “contrived settings, bringing together a specifically chosen sector of the population to discuss a particular given theme or topic, where the interaction with the group leads to data and outcomes” (Cohen, Manion and Morrison, 2007, p.376). The rationale of the focus group interview with the three teacher leaders was to brief them on the nature of my study and to get their buy in. In addition, it was aimed at getting multiple responses and perspectives of my three teacher leaders’ experience of leadership within the school context. I believe that by asking the participants to give me examples of their experience of teacher leadership roles forced my teacher leaders to be honest and allowed me to verify their responses. Through their examples of teacher leadership roles, I as the researcher gained a rich account of the enactment of teacher leadership within the school and got deeper understanding of the extent to which teacher leadership. The focus group interview took place in one of the classrooms of the three teacher leaders at the beginning of October 2008. The interview took place after school hours since this was the most convenient time for all three teacher leaders. The interview was of approximately one hour of duration. The three teacher leaders had access to the interview schedule (Appendix 7) prior to the interview as per their request.

According to Cohen, Manion and Morrison, 2007, (pp.64-65) “the essence of anonymity is that information provided by participants should in no way reveal their identity” and researchers must “be quite explicit in explaining to subjects that the meaning and limits of confidentiality are in relation the particular research project”. Taking this cue from Cohen *et al* (2007), I similarly explained to the three teacher leaders that their anonymity would be guaranteed by me during the course of the research. I also appealed to them to respect each other’s views and keep all information discussed as private and confidential in the interest of my research and the healthy working relations in the school. The interview schedule that was developed by myself and fellow 2008 M.Ed students contained mostly open-ended questions. For me, the open-ended questions was appropriate because it allowed me as the researcher the flexibility to probe further when the need for greater insight into an issue arose or to clear up any misconceptions (Cohen *et al*, 2007). Using open-ended questions in the focus group interview also allowed me the opportunity to have complete data for each teacher leader on

the issue being addressed and increased comparability of responses of the three teacher leaders (Cohen, Manion and Morrison, 2007). The semi-structured interview enabled me to pose relevant questions thereby directing the interview process towards gaining rich information directed towards the research questions.

To increase validity and reliability of my study, at the beginning of the interview, I asked the teacher leaders for permission to audio tape and transcribe the interview to which they consented. According to Terreblanche and Durheim “the advantages of recording are obvious, it allows you to keep a full record of the interview without having to be distracted by detail note-taking” (1999, p.29). By audio-taping the interview I allowed myself to be an attentive listener and captured the essence of the responses so that I could develop follow up questions. On the other hand, the weakness of audio- taping the interview is that audio-taping filters out important visual and verbal aspects of the interview (Cohen *et al*, 2007). As I posed questions each teacher leader was afforded the opportunity one at a time to respond or air their views on the particular issue on hand. I also asked the teacher leaders to respect the views and expressions of the other teacher leaders by not interrupting them while they spoke but to comment after they had finished responding to an issue. While I facilitated the interview process by posing follow up questions to their responses, I was very attentive as a listener and avoided being judgmental. I was sensitive to my participants’ views on issues even though at times I had contrasting views on the matter on hand. In other words, I remained as impartial and unbiased as I could in the interaction that transpired amongst my three teacher leaders on their personal experience of teacher leadership roles and the factors that either promoted or hindered this enactment at the school. By not being partial to the responses in the interview, I allowed the teacher leaders the freedom of interacting thereby generating rich descriptive data on the phenomena of teacher leadership within the school.

One of the strengths of focus group interviews is that they are focused on a particular issue, “therefore it yields insight and data that might not have been available in a straightforward interview” (Cohen *et al*, 2007, p.376). In my study, the issue on hand was how teacher leadership was enacted in the school and the factors that either promoted or hindered the enactment. Focus group interviews according to Cohen *et al* (2007) are also economical on time and generate large amounts of data on attitudes, values and opinions at minimum cost in a short period. This strength was evident in my study as the focus group interview produced a wide range of rich data on the phenomenon of teacher leadership within the school context,

yet it lasted approximately one hour and the basic expenses that were incurred were the batteries for the audio tape recorder. Despite the strengths mentioned above focus group interviews have some notable weaknesses. Firstly, in focus group interviews one person might dominate the interview (Cohen *et al*, 2007). This was quite evident in my interview whereby the most senior teacher leader in terms of experience was very vociferous and wanted to dominate the interview. This resulted in my other teacher leaders becoming intimidated and passive listeners at times. When this happened, I very tactfully intervened and redirected questions to my other teacher leaders thereby allowing all teacher leaders to be active participants in the interview.

Secondly, antagonisms may be stirred up in the interview especially if the respondents are colleagues, I would argue that in my interview the participants trusted each other since they shared a close working relationship therefore they were open to different opinions and were quite vociferous on certain issues under discussions. Thirdly, focus group interviews might result in participants taking a 'public line' and collude in withholding information instead of being honest and personal in their responses (Askey and Knight, 1999). This was not evident in my interview since the three teacher leaders were aware of the importance of their honesty in divulging factual information in terms of my study. They also hoped that in being honest in expressing their thoughts on the factors that impede the enactment of teacher leadership at the school could result in my bringing about a positive change in the school by virtue of my position within the school. Fourthly, focus group interviews may produce 'group think' (Yin, 1984) instead of individual expressions on questions posed. As mentioned earlier, I did not let one teacher leader dominate the interview and directed fellow up questions to the teacher leaders responses thereby allowing for individuality rather than 'group think'.

In conducting the focus group interview, I was also sensitive to the power relations that might exist between myself as the school's deputy principal and the three teacher leaders. Firstly, I used the one of the classrooms of my teacher leaders as the venue as opposed to my office. In this way, the teachers felt comfortable in their natural setting. Secondly, I made it explicit to them I was using the cap of a researcher and not a school manager and information divulged at the interview would be treated in strict confidence and would not jeopardize their working relations within the school. I also assured them that they were the 'knowledgeable' persons in the interview process and they should not be intimidated by me as a masters student conducting research. I further reiterated to them that their participation in my study would

result in literature being produced on the phenomena of teacher leadership, which would be beneficial to the school and the teaching fraternity. By addressing these power issues between the three teacher leaders and myself in the interview, I could sense that the teacher leaders were at ease and was not intimidated by ‘academic knowledge’ and managers’ position at the school. Once the interview was completed, I transcribed the interview and gave the three teacher leaders a copy of the transcript to read. This was done in order to verify the transcripts were authentic and there were no misinterpretations capturing the spoken words. This to me, contributed to the validity and trustworthiness of my study.

3.8.4 Individual Interviews

According to (Yin, 1984, p.84) “interviews are an essential source of case study evidence, because most case studies are about human affairs”. Yin further states that “these human affairs should be reported and interpreted through the eyes of interviewees and well-informed respondents can provide important insights into a situation” (1984, p, 84). In my study, loosely structured individual interviews were held with the three teacher leaders. These individual interviews took place between January 2009 and April of 2009. The purpose of the individual interviews with the three leaders aimed at expanding on the knowledge that came up in the individual teacher leader journals and for me to get clarity on issues surrounding my two research questions.

In order to illicit from the three teacher leaders their perceptions of the phenomenon under study I used the “Teacher Leader individual interview schedule” (Appendix 8). I used the responses in journal entries of each teacher leader to develop the loosely structured interview schedule for each individual teacher leader interview. Cohen, Manion and Morrison (2007, p.353) describe an interview guide as an approach in which “topics and issues to be covered are specified in advance, in outline form and the interviewer decides sequence and working of questions in the course of the interview”. Similarly, my teacher leader’s interview schedule which was loosely structured was an interview guide. My interview schedule was constructed as a guide to illicit rich data on the personal attributes of teacher leaders, the various teacher leadership roles that my teacher leaders occupy within the school and the factors that either promoted or hindered teacher leadership at the school. In constructing my individual interviews with each teacher leader, I was sensitive to the manner in which I developed the sequence of questions, because I wanted to pose less threatening questions earlier in the interview so that my teacher leaders were at ease (Cohen *et al*, 2007). To make my

respondents feel at ease, I began the interview by posing ‘What’ type questions first, followed by ‘How’ and ‘Why’ questions later. In this way, the teacher leaders felt at ease and their confidence grew during the interview.

In setting up the interview process, I informed the three teacher leaders that I needed them to be respondents in an individual interview and that they should set date and venue for the interview that was convenient for them. I also advised them that the interviews would be of approximately thirty minutes in duration. I choose to let the teacher leaders decide on the venue and date of the interview because according to (Cohen *et al*, 2007, p.375) interviews should take place in as close as possible to the natural setting of respondents so that they feel at ease and comfortable during the interview. Once the teacher leaders arranged the venue, date and time of the respective interviews, I gave them a copy of the loosely structured interview schedule as per their request. I also informed the teacher leaders that the schedule was a guide and that further interview questions would be developed during my interaction with each teacher leader at the interview. The interview process was same as the focus group interview where I allowed the teacher leaders to set the date, time and venue.

At the interview, I outlined to the teacher leaders that the purpose of the interview was to gather data to answer my two research questions. I also gained their consent to audiotape and transcribe the interview. I assured the participants that all information would be confidential and anonymity would be guarantee in the transcription of the interview. I gave each participant in the interview process a box of chocolates as a token of appreciation for their time and insight on the phenomena under investigation.

Strength of interviews is that researchers can collect large amount of rich data in a short period. I believe that my interview data yielded rich data on the phenomena of teacher leadership within the school context and became my primary source of data collection instrument. According to (Cohen, Manion and Morrison, 2007, p.372) “validation procedures must be in place and used” in interviews. Therefore, to increase respondent validation I gave each of the teacher leaders a copy of their individual interview transcripts to read and verify. This contributed to the validity and trustworthiness of the study. A weakness of semi structured individual interview is that the interviewer’s flexibility in sequencing and wording of questions can lead to substantially different responses, thus reducing the comparability of responses (Cohen, Manion and Morrison, 2007). In my study, this weakness was minimized

because I did not want to compare the responses of the three teacher leaders but I wanted a descriptive account of the enactment of teacher leadership in the school and wanted to identify the factors that either promoted or hindered this enactment. Therefore, I would argue that the interview was an appropriate research instrument to answer my two research questions.

3.8.5. Participant Observation

The distinctive feature of observation according to Cohen, Manion and Morrison (2007, p.396) is that it “offers the investigator the opportunity to gather ‘live’ data from naturally occurring social situations”. In this way, the researcher is able to capture what is actually taking place rather than relying on second hand information which makes observation as a research instrument more valid and authentic than other forms of inferential methods (Cohen *et al*, 2007 p.396). “Observations can range from formal to casual data collection activities and is often used to provide additional information about the topic in the inquiry”(Yin, 1984, p.85). In my study, I used the direct observation research instrument to capture the enactment of teacher leadership by the three teacher leaders and I corroborated this data with the data from the journal entries and interviews of the three teacher leaders. Observations for me provided a ‘reality check’ on what was actually transpiring in a particular context because what people do may differ from what they say or write. Direct observation enables a “researcher to take a fresh perspective on everyday behaviour that otherwise might be taken for granted “(Cooper and Schindler, 2001, p.374). I argue that in my study this characterization was true because I conducted my study at my own school. I took for granted the everyday workings of the teacher leaders but, because the nature of my inquiry required me to observe the way teacher leadership was enacted by the three teacher leaders during a specific period of time, I had to look afresh at the everyday workings of the teacher leaders.

The teacher leadership observation schedule (Appendix 4) that I used to observe the three teacher leaders was borrowed from Harris and Lambert (2003) and I also used Grant’s Zones and Roles model for teacher leadership (Appendix 5.1). The purpose of the direct observation was to illuminate the leadership roles that the teacher leaders were engaged in and to examine the zones in which they exhibited these leadership roles. These zones included leadership in the classroom (Zone 1), working with other teachers in the learning area (Zone 2). Leadership activities at a whole school development level (Zone 3) and finally teacher leadership activities that extended beyond the school, eg. cluster meetings (Zone 4). The teacher

leadership observation schedule was structured with specific observation categories relating to the way teacher leadership was enacted in the school. According to (Cohen *et al* , 2007) a structured observation schedule would help the researcher to know in advance what it is looking for and would have its observation categories worked out in advance. The categories in the Harris and Lambert (2003) observation schedule were based on a scale ranging from a weak enactment of teacher leadership to a strong enactment of teacher leadership whilst Grants (2008) model was based on roles of teacher leadership enactment. I observed the three teacher leaders on a daily basis during the fourth term of 2008 and the first term of 2009. I deliberately chose these two terms because I believed that many leadership activities and opportunities arose during these two terms in my school such as examination processes and planning.

Prior to commencing my observation of the three teacher leaders, I was of the impression that observations would be an easy way to gather data but, to my surprise, I found observing the three teacher leaders within the school a difficult task. This can be attributed the fact that I was conducting my study in my own school and it was a challenge to separate my role as a researcher from that of school manager. Nevertheless, I made it my duty to switch to the role of researcher at various times during the day to observe the three teacher leaders. I informally observed the teacher leaders during staff meetings (Zone 3), committee meetings (Zone 2), assemblies (Zone 3), extra and co-curricula (Zone 2) events to capture their enactment of teacher leadership. During my observations, I made comprehensive field notes on what I the teacher leaders were doing in the school and made entries on the observation schedules. I also used an 'analytical framework for teacher leadership' guide to inform my observations (Appendix 5.2).

The above analytical framework for teacher leadership was also developed by fellow ELMP M.Ed (2008) students and me. In this framework indicators that described teacher leadership enactment was developed from Grants Roles and Zones model of teacher leadership. Theses indicators served as a checklist for the portrayal of teacher leadership. In order to capture the full enactment of teacher leadership as outlined in Appendix 5. I needed to observe the teacher leaders in the classroom (Zone 1). I requested from the teacher leaders permission to visit their classroom unannounced during a lesson. The reason for wanting to observe them unannounced was to capture the true enactment of teacher leadership within the classroom and not an orchestrated one. The teacher leaders ceded to my request and afforded me the

opportunity to observe them during a lesson. During the classroom visits of the teacher leaders I made detailed notes of what was transpiring in the class using the teacher leadership Observation schedule (Appendix 4) and the ‘analytical framework for teacher leadership’ (Appendix 5) as a reference.

During the course of my research, I used observation as a very powerful research tool to capture the distinct features of the way teacher leadership was enacted in the school. However, observations as a research tool have some notable limitations that I tried to address. Firstly, observations are prone to researcher bias and subjectivity (Cohen *et al*, 2007). While I accept researcher biasness and subjectivity as a limitation, I tried to address this limitation in my study by capturing live happenings rather than interpreting what was happening and corroborating my observation field notes with my other research data, eg, interviews, documents and self- reflective journals. A second limitation of observations is participant reactivity. “Reactivity occurs when participants change their behaviour in the natural setting as result of being observed” (Cohen *et al*, 2007, p. 410). I believe that this weakness was minimized in my study because I spent an extended period observing my three teacher leaders, over approximately a five-month period. Cohen, Manion and Morrison refer to this as habituation where, “the researcher remains in the situation for such a long time that participants not only become used to his her presence but also revert to their natural behaviour” (2007, p.412). Thirdly, observations are also prone to selective memory of events by researchers if they record their observations at a later stage than immediately. As I mentioned earlier, I made immediate field notes using the teacher leadership observation schedule as a guide to capture the detailed enactment of teacher leadership within the school thereby eradicating this weakness. I believe that by addressing the above weakness trustworthiness and validity of my data was increased.

3.8.6. Self-Reflective Journals

In order to obtain a rich detailed account of the experiences of the three teacher leaders, the three teacher leaders were asked to each keep a self-reflective journal. In these self-reflective journals, the three teacher leaders were asked to reflect on their lives as a teacher leader. The journals comprised seven journal entries that were spread over five months (Appendix 6). The journal writing process began in October 2008 and concluded in March 2009. I informed the three teacher leaders of the nature of the journal entries at the focus group interview and the teacher leaders were happy to reflect on their experiences in their journals. I chose to give

one journal entry at three-week intervals to the three teacher leaders because I did not want to intimidate them with the volume of writing that the journals entailed. By doing this, I also did not frustrate them adding to their already 'heavy overloaded of paper work' of the teaching profession. I supplied each teacher leader with a covered 32 page exercise book to use as a journal. At each three week interval, I met with the teacher leaders to give them new journal entries and photocopy their completed journal entries. At these meetings, we chatted informally about their reflections in the previous entry and I acknowledged their effort in helping me create knowledge which could be beneficial to them in the context of teacher leadership enactment at the school. In addition, I thanked them for their time and effort in completing the previous entry because the journals were an important source of data in my study. This served as an intrinsic motivation for the teacher leaders to complete the journal entries. One of the weaknesses of journal writing is that the researcher is not present when journal entries are written and therefore cannot give clarification to participants which results in misreading of questions (Cohen *et al*, 2007). In my study, this weakness was eradicated because I was conducted my study at my own school and was present to clarify any misconceptions that the teacher leaders had during the journal writing process.

3.8.7. Documentation

Documentary information is likely to be relevant to every case study topic and can take many forms (Yin, 1984, p.79). In order to answer my two research questions, I chose to collect and analyze the following school documents: *The Norms and Standards for Education (2000)* document and the *South African Schools Act of 1996*, minutes of staff and management meetings, the school year planner and the Integrated Quality Management Systems documents of my three teacher leaders. In order to minimize the amount data to analyze my research questions, I chose documents of the last three years (2005-2008). I chose to analyze the *The Norms and Standards for Education (2000)* and the *South African Schools Act of 1996* because these policy documents are entrenched with a notion of distributed leadership and teacher leadership in which my study was aligned. The *South Africa Schools Act of 1996* advocates democratic management processes in schools in which all teachers lead and the *Norms and Standards for Educators (2000)* outlines the seven roles that teachers must perform in the school which includes a leadership role. In my inquiry, I used the two policy documents as a source of information to verify whether teacher leadership was being enacted by the three teacher leaders and the extent distributed leadership was practised at the school to promote teacher leadership as envisaged by the policy documents.

In order to have access to the private and confidential Integrated Quality Management Systems documents of the three teacher leaders, I sought written permission from the three teacher leaders to analyze the documents. Once written permission was gained, I requested from the principal copies of the respective IQMS documents from the principal to analyze. The Integrated Quality Management System is a tool that assesses educator's performance annually and served as an important document to assess the extent the three teacher leaders were enacting teacher leadership in the school. I used the IQMS documents because they are the moderated summative recordings of educator performance in the seven areas of evaluation for post level one educators. In these documents, teachers made explicit their contributions to the school in the form of workings in committees and the various leadership roles that they demonstrated in the school. I wanted to see if the three teacher leaders were taking on leadership activities that were described in performance standards 8 to 12 of management personnel. The criteria of evaluating post level one teachers in performance standards 1 to 7 was similar to Grant's (2008) Zones and Roles model of teacher leadership (Appendix 5). Due to these scores being moderated both internally and externally, they were an authentic and reliable source of information of information of teachers' performance in the school.

I also requested from the principal of the school copies of minutes of staff meetings and management meetings for the years 2005 to 2008. Copies of the staff meetings served to assess the involvement of the three teacher leaders in school-related issues and their influence in school decision-making. I used the minutes of management meetings to gauge the level of distributed leadership that the school management team practised in the school. Did the SMT provide opportunities for teacher leadership in the school? This provided me insight into data to answer my second research question on the factors that either promoted or hindered teacher enactment in the school. I used the school's year planner to identify the leadership roles that the three teacher leaders were engaged in over the last three years. The school year planner also provided me with data on the nature of the enactment of teacher leadership in the school. Were the leaders of the various committees in the school nominated, volunteered or delegated?

Documents in case study research are used to corroborate and supplement facts from other sources (Yin, 1984). Similarly, I used the documentation in my study to corroborate information from the teacher leader interviews, journals, survey and observation schedules to

answer my two research questions. For me although documentation is an important source of information in case studies research, it has a notable weakness in that documents are written for a specific purpose and audience other than case study research (Yin, 1984). These documents can also be selective in their information since it is collective products of social beings (Yin, 1984). I argue that in my study, I was aware of this limitation of documentation and addressed it in the following way. Firstly, I did not accept what was written as literal recordings of what had transpired in school since it could be biased and selective. Rather, I used the writings in the documents to corroborate other sources of information. Secondly, I understood that these documents were written in a school context for a specific audience and therefore I analyzed them the school context in mind.

3.9. DATA ANALYSIS

As I mentioned earlier, I collected a range of different types of data, which allowed me to use different tools of analysis to interrogate and verify my various sources of data so that my findings were valid. I used both quantitative and qualitative methods to analyse my data. I employed a quantitative approach to analyze the close-ended questions in the survey questionnaire. The data collected from this research instrument were analyzed using the Statistical Package for Social Science (SPSS) software program and Grants (2008) Zones and roles model of teacher leadership (Appendix 5). I checked the questionnaires for errors prior to the data being captured on the SPSS system. For me the SPSS software program was appropriate to analyze the data because the SPSS program enabled a large amount of data to be summarized into a statistics. Statistics is about numerical calculations that summarize the data collected and the organization and interpretation there of in order to understand our world (Neumann, 2000). Neumann (2000) makes reference two types of statistics, descriptive and inferential statistics. For the purpose of my study, descriptive statistics was employed to analyze the data. It assisted me to describe basic patterns in the data and to summarize the views of teachers about how they understood teacher leadership in the school. Using the basic patterns that emerged in the data, I was able to link Grant's (2008) Zones and Roles Model of teacher leadership to analyze the data further.

In analyzing the qualitative data gathered from the school observation schedule, teacher observation schedule, minutes and staff and management meetings and IQMS documents I employed a more descriptive rather than analytical account to analyze the documents. The school observation schedule was used to describe the context of the school in terms of teacher

personnel, pupils and buildings. I used the minutes of staff and management meeting and IQMS documents to identify the extent of teacher leadership enactment in the school.

Data analysis for the interviews and self-reflective journals involved thematic content analysis. Content analysis “involves generating themes or concepts through the process of coding resulting in theoretical conclusions” (Cohen *et al*, 2007 p. 493). In analysing the teacher leaders’ interviews and journals, I began by open coding words and phrases of the transcripts and journals. Thereafter I used selective coding to categorize the open coded words and phrases into themes according to a distributed theoretical framework and Grants’ (2008) Roles and Zones Model of teacher leadership. Whilst I analyzed my data, I compared themes with existing literature on distributed leadership and teacher leadership to examine the similarities and differences. It must be noted that I was not restricted to the themes found in the literature and Grants’ (2008) Roles and Zones model of teacher leadership but I was open to new themes that could have emerged from my data. The themes from the three teacher leaders’ interviews and journals thereafter positioned within the school context to illuminate the factors that either promoted or hindered teacher leadership enactment in the school. The teacher leadership observation schedule and minutes of meetings were used to corroborate the emergent data of the interviews and journals and when contradictions arose, I vigorously interrogated my various sources further to identify the source or cause of contradictions. By choosing content analysis, I was able to break down my large amounts of written data into themes so that I could analyze them using Grants (2008) Zones and Roles Model of teacher leadership. Content analysis also allowed me to be open to new themes and categories that could have emerged during my analysis of data.

The limitations associated with content analysis is that are that written texts are open to interpretation which could result in misinterpretation of data and coding and categorising of data can lead to rich data being lost (Cohen *et al*, 2007). However, I minimized this weakness during my content analysis process by corroborating my content analysis data with my other data sources and where contradictions arose, I re-analyzed the interviews and journals.

3.10. VALIDITY AND TRUSTWORTHINESS

Validity “concerns whether a research instrument measures or describes what it is supposed to measure or describe” (Bell, 1999, p.104). In other words, validity concerns whether there is fitness for purpose between the research instrument and the research questions. According

to Cohen, Manion and Morrison, (2007, p.133) validity can “be achieved in qualitative research through honesty, depth and scope of data, appropriate sampling, triangulation and objectivity of the researcher”. Trustworthiness entails credibility of the research, i.e. is the research a true account of phenomena.

In my study, I ensured validity of my data by conforming to the above descriptors of validity as described by Cohen *et al*, (2007). Firstly, I chose a qualitative case study approach to answer my research questions and since I conducted my study at my own school I was full time at the site examining how teacher leadership was enacted by the three teacher leaders over two terms. By choosing a case study approach and spending an extended time at the site, I was able to get a rich meaningful description of my phenomena under study. Secondly, I used a variety of research instruments (observations, interviews, surveys and journals) to gather appropriate data to answer my two research questions. By using a variety of research instruments, I gained in-depth data to answer my research questions. The variety of research instruments also helped to corroborate data ensuring trustworthiness and validity. Thirdly, my sample selection was appropriate since I chose teachers that epitomized teacher leaders in my sample thereby making my sample valid and credible. Fourthly, honesty and objectivity prevailed during the data gathering and analysis process. I reduced researcher bias and subjectivity by adopting a multi-method approach for data collection. My data collection techniques included survey questionnaires, individual teacher leader interviews, focus group interviews, document analysis, observations and journal entries. By adopting a multi-method approach I was able to achieve a rich description of how teacher leadership was enacted within the school context.

During the data analysis, stage I also let the data speak for itself and avoided subjective interpretation and poor coding of data thereby ensuring trustworthiness and validity of my study. Triangulation is the use of “multiple methods of data collection in an attempt to fully explain some aspect of human behaviour to enhance validity” (Cohen *et al*, 2007, p.141). Validity in my study was ensured through the process of triangulation by using both quantitative and qualitative methods and a variety of research instruments to answer my research questions. Crystallization in research emphasizes that reality is socially constructed and there are multiple perspectives on reality (Cohen *et al*, 2007). In order to increase the quality and credibility of my study I was aware of this and was open to different perspectives on the factors that either hindered or promoted teacher leadership and the way teacher

leadership was enacted in the school. The different sources of data were also corroborated with each other to verify data and, where contradictions arose, I re-analyzed and interrogated my sources of data further to increase validity. It must be noted that by following a strict protocol in the data collection process and constantly cross-checking and verifying data from different sources, I was able to enhance the trustworthiness and validity of my study.

3.11. LIMITATIONS OF THE STUDY

To remind the readers, limitations in regard to the methodology, data collection instruments, and the data analysis process were discussed under the specific aspects of the study. The discussion below focuses on the overall general limitations of my study. One of the fundamental limitations of my study was the issue of my positionality as well as the power relations that might have existed between me as the researcher (Deputy Principal) and the participants (Post Level One educators) since I conducted my research at my own school. As a researcher, I acknowledged that whilst I could not eradicate this limitation, I minimized the effects of this limitation in the following ways. Whenever I engaged with the three teacher leaders in the data collection process, I informed the teachers leaders that I was wearing the cap of a researcher and not the school's deputy principal and therefore they should view me as a researcher and not their working colleague. In order to minimize the power relations, I also used the domains of the individual teacher leaders to conduct interviews rather than my office. I also assured them that confidentiality would be maintained and that their participation in my research study would not jeopardize their working relations in the school. Another limitation of conducting research at ones own school is that researchers take for granted the happenings in the natural setting and therefore misses important data. I, as a researcher, was aware of this limitation and therefore took a fresh perspective of what the teacher leaders where doing in the school to capture the enactment of teacher leadership. I made it my duty to observe and record what the teacher leaders were doing at school even though I as a school manager felt that it was a routine task of a teacher.

Case studies can be influenced by the particular sources consulted and be prone to observer bias. In my study, I used a variety of sources (documents, interviews, surveys and observations) to get a rich picture of my phenomena under study and I allowed the data to speak for itself and therefore minimized the above weakness. Secondly, I engaged in the process of reflexivity throughout the data collection and data analysis processes. Reflexivity is defined as a "self- conscious awareness of the effects that a researcher values, beliefs and

attitudes can have on a study” (Cohen, Manion and Morrison, 2007, p.310). I attempted to reduce biasness by representing subjects, context and the data accurately. In addition, my multi–method approach allowed me to engage in the processes of crystallization, triangulation and reflexivity to reduce subjectivity and increase validity. A limitation of case study methodology is that it does not allow for generalization. This limitation was eradicated because the aim of my study was not to generalize but to capture the enactment of teacher leadership in a particular school context and to increase teacher leadership literature in the South African context.

3.12. CONCLUSION

In this chapter, case study methodology as my chosen methodology to answer my two research questions was discussed and the data collection instruments that I used in my study were highlighted. In my discussion on the data collection instruments the strengths and weaknesses associated with the different data collection instruments were also analyzed as well as the ways that I eradicated or minimized the weakness was explained. Data were analysed both quantitatively and qualitatively using the SPSS programme and content analysis respectively Whilst the data from the interviews and the reflective journals were analysed in depth the data from the observational schedules and document analysis was analysed at a more descriptive level. The limitations associated with conducting my study at my own school and the way I minimized the power relations within my study was also discussed. By using case study methodology, I was able to get a rich description of how teacher leadership was enacted in a semi urban secondary school and I was able to identify the factors that either hindered or promoted this enactment. Since case study research is prone to researcher subjectivity and bias, I engaged in processes of crystallisation, triangulation, respondent validation and reflexivity to improve the degree of validity and trustworthiness of my study.

CHAPTER FOUR

DATA ANALYSIS

4.1. INTRODUCTION

This chapter presents the findings which emerged from the data collected, using the various research instruments such as the school observation schedule, teacher leadership observation schedules, individual teacher leader interviews, the focus group interview, journal entries and the documents. The data were analyzed using content analysis while the survey questionnaires were analysed both quantitatively and qualitatively using both the SPSS system and content analysis respectively. Grants Zones and Roles model of teacher leadership and Gunter’s (2005) characterizations of distributed leadership namely ‘authorized, dispersed and democratic’ distributed leadership were also used to analyse and interpret the data in response to my two research questions. The zones and roles model of teacher leadership (Grant, 2008) will be referred to throughout this chapter and, from here on, it will be merely referred to as ‘the model’.

The chapter is divided into two sections. In the first section, I describe how each teacher leader enacted teacher leadership within the school by presenting the data according to the zones in which teacher leadership was enacted. In the second section of the chapter, the factors that either promoted or hindered the enactment of teacher leadership within this particular school context are highlighted. The grid below illuminates how my data have been labelled and lends clarity in identifying direct quotations that I used from the data.

METHOD OF DATA COLLECTION	ABBREVIATION	TEACHER LEADERS
INDIVIDUAL INTERVIEW	II	
FOCUS GROUP INTERVIEW	F.G.I	
JOURNAL	J	
DIRECT OBSERVATION	D.O	
INTERGRATED QUALITY MANAGEMENT SYSTEM	I.Q.M.S	
TEACHER QUESTIONNAIRE	TSQ	
TEACHER LEADER ONE	B	BRENDA
TEACHER LEADER TWO	N	NANCY
TEACHER LEADER THREE	M	MARK

4.2. THE ENACTMENT OF TEACHER LEADERSHIP BY BRENDA¹

4.2.1. Description of Brenda: The Subject Specialist

At the time of my study, Brenda, a female educator, was 47 years of age. She had 26 years of teaching experience and taught Afrikaans first additional language to grades 11 and 12 learners in the Further Education and Training band in the case study school. Her teaching qualifications included a Junior Secondary Education Diploma and a Further Diploma in Education. Brenda is married to a fellow educator at the school and has two daughters, one is a graduate and the other is currently studying at Wits. To remind the reader, teacher leader one is an Asian teacher who enjoys reading and spending quality time with immediate family members. According to Brenda a teacher leader is “*an ordinary level one teacher who is asked to take on leadership duties that is normally done by a HOD or higher post holder. This level one educator has the expert subject knowledge and experience to take on duties beyond his her own*” (I.I. p. 7).

4.2.2. Enactment of teacher leadership in the zone of the classroom (zone one)

During my visit to Brenda’s lesson, I had a glimpse of her classroom expertise. She made use of a variety of resources to improve her learning outcomes and maintained excellent classroom discipline thereby developing a cordial relationship with learners. Brenda was “*innovative and created a positive learning environment that enabled the learners to participate actively in the learning process*” (D.O, p.1). Brenda made use of positive feedback during teaching to motivate and inspire learners to achieve excellent learning outcomes: “*Lessons are appropriately tailored to address learner’s strengths and areas of weakness. Feedback is insightful and built to lesson design*” (I.Q.M.S, 2008). My observation of Brenda in the classroom revealed her mastery concerning the teaching of Afrikaans: “*The classroom environment is stimulating and learners participate actively in the teaching and learning process*” (D.O, p.1). Similarly, my observation indicated that she was a being good classroom practitioner: “*Lessons are well structured and fits into the broader learning programs and learners are actively involved in the lessons*” (D.O, p.1). In addition, my observations in the classroom visit revealed that her teaching: “*fully supports the development of learner’s skills and knowledge*” (D.O, p.1). Brenda’s expert knowledge and mastery in Afrikaans falls within the classroom (Zone 1) of continuing to teach and improves one’s own teaching (Role 1) of the model.

¹ BRENDA IS A PSEUDONYM FOR TL1

My observations of Brenda revealed to me that she is an expert concerning the teaching of Afrikaans in the classroom. She attends departmentally organized workshops on a regular basis to keep abreast of new developments in her learning area in order to improve her teaching and assessment strategies in the classroom: *“Brenda engages with the educators from other schools on the latest developments in the teaching of Afrikaans”* (D.O, p.1).

Brenda used the knowledge gained from networking with other educators to design teaching and learning activities in her subject to improve the learning outcomes of the learners.

Brenda’s journal writing revealed that she is a reflective practitioner who engages in action research at a classroom level. Brenda usually initiated these reflective practices in the classroom when learners were faced with problems in achieving the desired learning outcomes in Afrikaans. Brenda describes one of her initiatives she introduced to improve learning outcomes in her journal: *“Learners see Afrikaans as a difficult subject...*

...Therefore, I decided to introduce different genres for them to read in all my classes in the hope of reading more Afrikaans literature might benefit the pupil’s ability to improve their understanding and comprehension in Afrikaans” (J, p.12).

Brenda’s mastery and expert knowledge in the classroom was corroborated by her summative *“Integrated Quality Management System”* (IQMS) score and report. Brenda scored 54 out of a maximum of 64 with the first four criteria, which dealt with classroom practices. Brenda’s 90% score in the first four criteria of the IQMS report of 2008 further supports my perceptions and evaluation of Brenda’s lesson, which indicated expert classroom practice.

The following citation of classroom practices from Brenda’s IQMS report of 2008 indicates her expertise and mastery in the classroom: *“Educator skillfully involves learners in the learning area by using a variety of teaching resources. Educator makes every endeavor to set realistic goals to achieve curriculum outcomes”* (I.Q.M.S, 2008). The above discussion illuminates Brenda mastery and expertise in the classroom, which indicates to me that she is a good classroom practitioner.

4.2.3. Teacher leadership through working with other teachers in curricular and extra-curricular activities

4.2.3.1. Grade Controller

Brenda regards herself as a teacher leader in the school since she has taken on the duties of those assigned to management personnel: *“On two occasions I acted as Grade Controller.... My duties included classifying learners into class units, monitoring of learner absence and*

teacher registers, checking of marks and determining promotion of learners” (I.I., p.1).

When I questioned Brenda on how she became the grade controller, she related how she was delegated this leadership role by the school principal. Brenda felt honoured and appreciated when she was delegated this leadership role and felt that her efforts in the school were acknowledged by the SMT. The teacher leadership role also allowed her exposure to interact with other educators at a level that she was not used familiar with: *“It gave me exposure to interact with them on a level I would not normally do. Normally, it was just a conversational level as a colleague, but here you interact with people at levels at which they work” (I.I, p.4).* When I further probed on why she was delegated to perform this duty as opposed to other educators in the school, she responded by stating that she was chosen ahead of the other educators in the school because of her status as a senior teacher at the school and because she had the necessary knowledge and skills to mentor and lead other educators thereby building their skills (I.I.) She also advised me that the SMT trusted her and believed that she was proficient at disciplining learners and had the knowledge to complete all the necessary administrative tasks of the grade: *“I believe that the SMT trusted me and had faith in my knowledge to discipline learners, mentor and lead other educators in the grade and they knew that I could perform the administrative tasks of the grade” (I.I, p.2).*

Brenda’s duties as a grade controller indicates that she is active in Zone two where teachers work with other teachers outside the classroom in co and extra curricular duties. She was involved in checking and moderation of summative assessment tasks across the grade and provided feedback to both teachers and learners to improve teaching outcomes. Brenda explains quite clearly the mammoth task of checking and moderating summative assessment tasks that she encountered as a grade controller: *“I checked the transfer of marks from individual subject mark sheets to the mark schedule of every class in the grade. The promotion results of each learner in the grade had to be verified and condonations of learners had to be done....I had to check reports and validate them” (J, p.9).* Brenda also assisted the teachers in her grade in disciplining disruptive learners and also counselled troubled learners once she had identified the cause of their distress or discomfort at school. Learners who continuously disobeyed school rules were referred to Brenda for mediating: *“My duty as grade controller included disciplining learners referred to me by educators in my grade” (I.I, p.2).* Once these learners were referred to Brenda, she used her conflict resolution skills to mediate tension and fighting amongst learners and communicated the

findings of her mediation to the school management team: *“I had to mediate conflict amongst learners and meet out appropriate sanctions against defaulters”* (I.I, p. 2).

As a grade controller, Brenda was also involved in checking of grade 8 and nine class registers. On a monthly basis, respective class teachers of grades eight and nine had to balance their respective class registers and submit to Brenda to check and validate the learner attendance for the month. To make the workload of her being a grade controller and full time class teacher lighter, Brenda requested that attendance registers be checked by other teachers in the grade before being brought to her for validating:

“I helped teachers set up registers. I also monitored and checked registers of teachers within the grade with the help of class teachers since I had a full teaching load. By getting the help of other teachers, I gave the educators more responsibility and I think this assisted the younger inexperienced educators to grow professionally” (I.I, p.2).

The above quote indicated to me that Brenda was aware of the benefits of distributed leadership and used it for a two fold purpose. Firstly since she was a full time class teacher and a grade controller, she assigned other educators to take on administrative roles in checking of attendance registers so that her workload was reduced and in distributing tasks to other educators she was able to professionally develop inexperienced educators in her grade. By distributing duties to other educators in her respective grades over the years as a grade controller, Brenda built skills and confidence of educators at the school which, according to the model, indicates that Brenda was very active in Zone 2 Role (3) of leading in-service training and assisting other educators in her own school.

4.2.3.2. Subject Head

Over the last five years, Brenda had been the Subject Head of Afrikaans at the case study school: *“As a subject head of Afrikaans, I monitored that the acceptable level of Afrikaans was taught in the junior grades so that the learners that progressed to the senior classes had the necessary knowledge”* (I.I, p.3). This role was delegated to her by the principal due her experience and knowledge in the subject. As the subject head, Brenda initiated and led all Afrikaans subject committee meetings at the school (D.O. p.1). In these subject committee meetings, Brenda provided guidance to the educators on the latest ideas and approaches in the teaching of Afrikaans and advised them on the key aspects of curriculum delivery so that

learners attained the necessary learning outcomes: *“These meetings would entail checking on coverage of syllabus, guiding educators on the teaching of content, giving support on curriculum delivery and inform them of the subject requirements”* (I.I, p.3). In addition, Brenda was also responsible for the requisition of Afrikaans literature in the school: *“I, also assisted in choosing the appropriate literature for the various grades and ordering of Afrikaans books in the school”* (I.I, p.3). My observation of Brenda as the subject head during Term one of 2009 indicated to me that the educators teaching Afrikaans co-operated with Brenda in order to maintain a good teaching standard and she also advised the principal on the division of teaching workload in the Afrikaans department: *“The Afrikaans teachers at the school constantly liaised with Brenda and they shared a good working relationship”* (D.O, p.1).

4.2.3.3. The Mentoring Role

Whilst being active in Zone 2, Brenda also enjoyed working with and mentoring other educators that were not members of her specific learning area of Afrikaans. For Muijs and Harris (2004), teacher leadership roles have been identified as curriculum developers, mentors of new or less experienced staff and action researchers. In line with these roles, Brenda forged close relationships and built rapport with individual teachers by assisting them with their administration duties thereby building their skills. Brenda was tasked by virtue of her position to induct new members into the respective grades that she controlled over the years: *“I as a grade controller I was also responsible for inducting mentoring new educators in the respective grades* (I.I, p, 2). When new educators were appointed to her classes in her grade she introduced them to their register classes and empowered them with the administrative tasks that they had to perform on a regular basis in the grade. Some of the administrative tasks that she had to induct them into included the marking and balancing of registers, advising them on the promotion requirements of the respective grades and the correct writing procedures of learners academic reports etc. *“I met with them and made them au fiat with the practices in the grade and how to complete the administration duties of the respective grades, example marking registers and compiling reports”* (I.I, p. 2).

Brenda played a leading role in mentoring new and young educators in the school even though it was an intimidating task. Brenda’s workings as a mentor fits with Zone 2 and Role (3) of the model of leading in-service education and assisting other teachers in the own school. Brenda’s writings in her journal reflected the mentoring role that she displayed at the

school: *“It was enjoyable being able to interact with teachers with whom I do not normally come into contact with. It was also a bit daunting... but I used my experience and knowledge to equip them adequately to cope with the processes at school”* (J, p.9). Brenda, as the subject head, was also responsible for mentoring and guiding new educators in the Afrikaans department. *“I had to assist two new educators with easing into the teaching situation. One being a young lady, who learnt Afrikaans as a subject at school and needed to be orientated as to how to go about now teaching the subject. The other being a more mature Afrikaans speaking lady who was familiar with the content and only needed to be orientated as to the requirements of the subject matter”* (J, p.15).

The above quote indicated that Brenda as the subject head acted as a mentor and led in-service education by equipping them with the necessary knowledge and skills to execute their duties as Afrikaans educators at the school. Brenda’s role as the subject head points towards her being actively involved in leading in-service education and providing curriculum development knowledge to other educators at the school (Zone 2, Roles 2 and 3).

4.2.3.4. The Performance Evaluator

Brenda in her capacity as subject head participated in performance evaluation of the educators in the Afrikaans department in order to review their professional practice with the aim of improving teaching and learning (IQMS, 2008). She was a member of the Development Support Group (DSG) which is a legitimate body responsible for peer assessment and provision of development support to the educators in terms of the Intergrated Quality Management Systems process at school. As the subject head in the DSG, Brenda evaluated educators’ performance and provided support in order to further develop them in terms of the seven performance standards for post level one educators (I.Q.M.S, 2008). Brenda reflected on her role as a teacher leader in the participation of performance evaluation of teachers at the school in her journal: *“When DSG’s are chosen, younger, inexperienced teachers are placed with other teachers to evaluate their performance. In this way, I was able to work as a teacher leader in the classroom where delivery of lessons was concerned and provided support to the inexperienced teachers”* (J, p.19). This teacher leadership role portrayed by Brenda is an example of participating in performance evaluation of teachers at one’s own school (Zone 2, Role 4) of the model.

During my informal observations of Brenda, I observed other Afrikaans educators of the school meeting with Brenda informally discussing teaching strategies and requesting teaching resources. *“Brenda liaises with other Afrikaans teachers on curriculum issues and learner support material”* (D.O, p.2). This indicates to me that the educators teaching Afrikaans at the school regarded Brenda as an expert in her practice and trusted her advice concerning the teaching of Afrikaans. For me, Brenda’s participation in the performance evaluation of educators in the IQMS process and informal discussion and support falls into Zone Two (Role Four) of the model.

4.2.3.5. House Mistress

Brenda indicated in her journal that as part of her duties as an educator at the school, she was involved in extra-curricular activities of the school. She was the house mistress of one of the athletics houses at the school: *“During extra-curricular activities, I was the “House Mistress” of Cooper house”* (I.I, p.16). As house mistress she had to distribute different athletics age divisions to the various teachers in her house to train and select athletes for races. Besides being the house mistress responsible for the female athletes in the house, she also controlled the male athletes in the house due to the house not having an experienced house master: *“In the absence of an experienced “House Master” I was able to take charge of the House, delegate different duties and divisions amongst the other teachers in the house and ensured that training and selection of athletes for all events were done”* (I.I, p.16). This indicates to me that Brenda was aware of the importance of the holistic development of learners and took on the added responsibility of controlling the male athletes with the help of the male educators in her house. This leadership task of being the “house leader” that Brenda spontaneously took on can be characterised as dispersed distributed leadership (Gunter, 2005). Brenda’s work as the “house leader” was an autonomous emergent process due to the lack of an experienced house master. By taking on this leadership task Brenda was able to professionally develop herself, enhance her skills as an educator, lead in-service training of the inexperienced male educators and foster organization within the athletics house thereby making them competitive. Brenda’s role, initially as house mistress and later “house leader” of the athletics teams, indicates that Brenda was involved in Zone 2 (Role 2) of the model. In Zone 2 of the model, Brenda worked with other teachers and learners outside the classroom in extra-curricular activities (athletics).

4.2.4. Teacher Leadership in the area of Whole School Development

In Zone three of the model, teacher leaders organise and lead peer reviews of school practices at their own school. This could include being involved in whole school evaluation processes, school policy development, SWOT analysis and school development planning etc. In addition in Zone three, teacher leaders participate in school level decision making process by involving themselves in the change process, mediating conflict and school based planning etc.

4.2.4.1. Conflict Mediator

As discussed earlier in the chapter, the mediating role that Brenda displayed in resolving conflict amongst learners in the grade indicates that she had good conflict relation skills and is active in Zone 3 (Role 6) of the model of teacher leadership. By mediating conflict situations amongst learners and sanctioning remedial / rehabilitation measures for defaulting learners at the school, Brenda was very much involved in school-level decision-making with regards to learner discipline at the school level. Brenda, in executing her duty as a teacher leader, was also responsible for ground duty group. She indicated this in her individual interview when she stated that: *“I also was involved in leading the ground duty group and meeting with parents in open days to discuss learner performance. In controlling ground duty I had to allocate duty points to teachers and control the assembly twice a week”* (I.I, p.2). As the manager of the ground duty group Brenda was responsible for assigning teachers in her group to various duty points during the mornings and lunch breaks to monitor learners’ discipline. Brenda’s ground duty group was on duty once a month and also had to control the assembly twice a week during their duty week: *“I had to liaise with the school management team to confer on matters that had to be discussed at the assembly and to fill in the announcements in the assembly book”* (I.I, p.2). By Brenda leading the ground duty group and controlling school assemblies, indicates that Brenda is very much active in Zone 3 (Role 6) of the model of leading outside the classroom at a whole school level. By Brenda leading outside the classroom she plays a pivotal role in improving school discipline and fostering values into learners at the whole school level.

4.2.4.2. Prefect Mistress and Teacher Liaison Officer

Brenda over the years took on the leadership role of prefect mistress of the school. The educators at the school elected her as prefect mistress since she was familiar with the senior learners who had leadership qualities at the school: *“I was also elected by staff as the prefect*

mistress of the school due to I being knowledgeable of the learners qualities as leaders through my interaction with them in the senior classes” (I.I, p.5). As the prefect mistress at the school, she was responsible for formulating the criteria for the selection of the prefects and implementing the selection process of prefects with the consultation of staff. Once the prefects were selected, she had to monitor and evaluate their performance at the school during the course of the year: *“My duties included determining selection criteria of prefects, setting up meetings with staff to select prefects and monitoring prefects” (I.I, p.5).*

Brenda indicated in her journal that over the years she had teacher liaison officer (TLO) at the school: *“In the past I have been tasked as the TLO to carry out RCL elections” (J,p.17).* Brenda also alluded to her role as the TLO in her individual interview. *“I have been the TLO at the school. I was elected by the staff members to be teacher liaison officer at the school” (I.I, p.5).* Brenda’s leadership role as the TLO was corroborated by the document analysis of the school year planner which indicated the Brenda was the TLO of the school and responsible for elections of Representative Council of learners (RCL) and meetings of the RCL.

For me, Brenda’s role as the TLO indicates that she is active in Zone 3. As the TLO, Brenda conducted the RCL elections at the school and held meetings with the various stakeholders to brief them on the procedures so that the Representative Council of Learners was properly constituted. The members of staff of the school nominated Brenda into this leadership position. This indicates to me that the educators trusted Brenda’s leadership qualities at the school. Brenda expresses her responsibility as the TLO in her journal entry in describing a school leadership role that she as taken on outside the classroom: *“I together with another educator was responsible for carrying out the RCL elections at the school. The voting procedure, ballot forms and election process had to be explained to staff and learners prior to the elections being carried out so that the RCL was constituted correctly” (J, p.20).* These two leadership roles that Brenda occupied can be placed in Zone 3 (Role 6) of the model, which involves leading school based initiatives for whole school improvement. The above discussion illuminates “that teacher leaders are expert teachers ” (Ash and Persall, 2000, Katzenmeyer and Moller, 2001) who spend the majority of their time in the classroom but take on additional leadership roles at different times in the interest of better educational practices.

4.2.5. Teacher leadership across schools and into the community

In Zone Four of the model, teacher leaders provide curriculum development knowledge across schools into the community. For example, this could include liaising with and empowering School Governing Bodies and parents about curriculum issues through SGB meetings and parent meetings. In addition, teacher leaders in Zone four lead in-service education and assist other teachers across schools in the community. This could include providing professional assistance through workshops and forging close working relationships with fellow educators from neighboring schools where mutual learning takes place etc. In the following discussion, I illuminate the enactment of teacher leadership by Brenda in Zone four of the model.

4.2.5.1. Cluster Co-ordinator

Brenda's expertise and knowledge of the learning area and her leadership role as the subject head of Afrikaans at the school had also given her the opportunity to network outside of the school at a cluster level. A cluster is a group of neighboring schools that is assembled in order to engage in curriculum matters. At these cluster meetings, mutual learning takes place amongst teachers in terms of teaching and learning practices. Brenda over the years had been the cluster co-ordinator of Afrikaans in the area: "*On three occasions I was the cluster co-ordinator of Afrikaans....I had to facilitate cluster meetings, keep minutes and registers of the cluster moderation.*"(I.I, p. 5). As the cluster co-ordinator, Brenda provided curriculum development knowledge to schools across the community, led in-service education of new Afrikaans teachers in the cluster and facilitated the grade 12 Afrikaans term moderation process (J, pp 2-7). In the moderation process, the marks of learners of other schools had to be verified by Brenda: "*I had to check the Grade 12 mark sheets of teachers across the area during the terms moderation process and initiate the Afrikaans Oral moderation process at the end of the year*"(I.I, p.5). Brenda's working as the cluster co-ordinator indicates that she was dynamically involved in Zone 4 (Role 2 and 3) of providing curriculum knowledge and leading in-service education across the schools into the community.

4.2.5.2. Liaising with Parents

As part of her workload of a grade controller, Brenda also liaised with parents of learners in her grade and discussed with them the progress and conduct of their children. The school year planner revealed to me that parent meetings to discuss scholastic performance of learners meetings normally took place once per term whereby Brenda and her team met with parents

and discussed the progress of their children. In these meetings with parents, Brenda facilitated effective dialogue between parents and teachers in order to build strong relationships focusing on improving teaching and learning. *“When we met with parents, we discussed learner progress and challenges that we as teacher faced in teaching their children and we asked for their support”* (I.I, p.2). Brenda’s interaction with parents in Open days indicates that she is active in Zone 4 Role 2 of liaising with parents on curriculum challenges facing learners.

In summary, the data indicated that Brenda was engaged in leadership roles across all four Zones as described in the model. Now that I have completed my discussion on the enactment of teacher leadership by Brenda, in the next section I move on to introduce and discuss the enactment of teacher leadership by Nancy.

4.3. THE ENACTMENT OF TEACHER LEADERSHIP BY NANCY

4.3.1. Description of Nancy: The Curriculum Developer

At the time of my study, teacher leader two, a female educator, was 38 years of age. Nancy² had 6 years of teaching experience and taught Life Orientation across all the grades at the school. As mentioned earlier the teacher leaders’ qualifications included a B.A. degree from UKZN and a Post Graduate Certificate in Education from Unisa. Nancy is married and has two children of school going age. According to Nancy, a teacher leader is an enlightened person who shares his or her knowledge with colleagues, initiate projects at a school level, works well under pressure and does more than his / her job requires: *“Teacher leaders work well under pressure in a school situation. Not only are they experts in the classroom but they initiate projects outside the classroom. They are willing to go the extra mile”* (I.I, p.1). In addition she wrote in her journal that teacher leaders *“keep up with the current trends and developments, have a willingness to share their knowledge, offer their guidance and strategies to the staff”* (J,p.10). From the above two quotes it is evident that Nancy sees teacher leaders as being knowledgeable in their fields and who mentor colleagues by providing support and guidance. Although Nancy had been teaching for only six years at the school, she had taken on a number of teacher leadership roles at the school. The discussions below focus on the leadership roles that Nancy has taken on at the school.

² Nancy pseudonym for Teacher leader Two

4.3.2. Teacher leadership in the Zone of the Classroom

In order to catch a glimpse of Nancy enactment of teacher leadership Zone One of the model, I visited her classroom whilst she was engaged in teaching. My observations of her classroom practices revealed that she is an expert concerning the teaching of Life Orientation at the school: *“Educator has an in depth understanding of assessment techniques in LO which caters for learners from diverse backgrounds with multiple intelligences and learning styles”* (D.O, p.2). Nancy attended the DOE’s development workshops on a regular basis to keep abreast of new developments in her learning area in order to improve her teaching and assessment strategies in the classroom: *“Nancy attended Further Education and Training Band workshop in Life Orientation”*(D.O, p.2). She also engaged with the DOE’s senior education specialist (SES) of Life Orientation regularly to clarify assessment of the physical education tasks (PET) at the school. Nancy used the knowledge from liaising with the SES and attending DOE workshops to design diverse PET in her subject to improve the learning outcomes of the learners. This indicated that Nancy was an expert concerning subject matter in the classroom and my observations of her teaching of PET indicated that she made adequate use of resources (equipment) in designing Physical Education Tasks and maintained effective discipline of learners on the ground: *“Educator uses school resources adequately which promotes active involvement of all learners”*(D.O. p.2). My observations of Nancy designing learning activities and making use of school resources adequately was corroborated by Nancy in her individual interview, *“When the SES comes to school I consult him on PET and design PET tasks with other educators so that there are no clashes on the grounds with regards to assessment”* (I.I. p.2). Nancy’s work as an effective classroom practitioner, her knowledge of the learning area and engagement with the SES on curriculum development initiatives indicates that she is active in continuing to teach and improve one’s own teaching in the classroom (Zone One, Role 1 of the model).

Nancy’s expertise and mastery of her subject and classroom practice is corroborated by her summative *“Integrated Quality Management System”* (IQMS) score and report where she scored 50 of a maximum of 64 for the first four performance standards that deals with classroom practice. The following citation from Nancy’s IQMS report of 2008 that deals with classroom practice indicates her expertise and mastery in the classroom: *“Educator is a master of her learning area, has exceptional knowledge of learning programs and presents lessons in an exceptional manner”*(I.Q.M.S, 2008). The above discussion alludes to Nancy’s mastery in the leadership of teaching and learning through effective educative practices.

4.3.3 Teacher leadership through working with other teachers in curricular and extra-curricular activities

4.3.3.1. Subject Head

Nancy regarded herself as a teacher leader in the school since she had taken on a number of leadership roles such as the subject head of Life Orientation and the chairperson of the health committee. Nancy described her leadership roles in her journal: *“I help new educators with their work by offering my knowledge and guidance of the subject. Being a senior Life Orientation educator, I was nominated to chair the health committee. Some of the duties included drawing up policies”* (J, p.9). Nancy was tasked by the head of Department to be the subject head of Life Orientation at the school and as the senior Life Orientation (LO) educator at the school, Nancy attended LO workshops organized by the DOE. On her return to school, she held meetings with the other LO educators to disseminate important curriculum development issues in LO: *“As the subject head I attended departmental workshops in Life Orientation and then held workshops with the LO educators. I also moderated assessment tasks and verified mark sheets”* (I.I, p.2). As the subject head of LO, Nancy was also responsible for choosing LO books and resources at the school. Nancy reflected on her workings as a teacher leader during term one of 2008 in her journal entry. *“I was involved in leading in-service training to colleagues..... Choosing textbooks and instructional material for my particular learning area”* (J, p.10). Nancy’s role as the subject head indicated that she was active providing curriculum development knowledge to educators in her own school (Zone 2, Role 2 of the model).

4.3.3.2. Mentoring

As the subject head Nancy mentored new educators teaching LO by providing guidance and development support to them. *“I was also tasked by the principal to mentor new educators teaching Life Orientation at the school”* (I.I, p.2). A further example of Nancy’s mentoring role at school is her involvement in the development support groups of her peers in the IQMS process. Her involvement shows that her peers trusted her subject knowledge and support that was forthcoming to them as a result of her assessment of their classroom practices. Nancy alluded to her mentoring role as the subject head quite explicitly in her individual interview. *“Being the subject head I mentored new LO educators by advising them on curriculum issues so that learners achieved better results in the subject”* (I.I, p.2). My observations of Nancy during the first term of 2009 corroborated this finding and revealed that inexperienced LO educators frequently met with Nancy during their non-teaching periods to discuss curriculum

issues and assessment in LO: *“Inexperienced LO educator is in constant engagement with Nancy with regards to the teaching of LO. Nancy constantly provides support and guidance”* (D.O, p.2). For me this mentoring role displayed by Nancy indicates that she is very active in leading in-service education at school by mentoring inexperienced LO educators thereby building their confidence and skills in order to bring about effective teaching and learning (Zone 2, Role 3). Likewise, Katzenmeyer and Moller (2001) see teacher leaders as curriculum specialist who mentor and keep the school moving towards its goal.

4.3.3.3. House Mistress

Nancy’s role as an educator was not confined to promoting academic excellence but she was also involved in extra curricular activities of the school. She was the house mistress of one of the athletics houses at the school: *“I was the house mistress of the athletics team at the school, where I controlled all aspects of the athletics program of the house... I was responsible for all entries of female learners and athletes on the day of the meeting”* (I.I, p.2). As house mistress she distributed different athletics age divisions to the various teachers in her house to train and select athletes for races: *“I had to delegate different duties to educators so that various tasks of training different age groups and control of athletes could be performed”* (I.I, p.2). Nancy was also responsible for the budget of the athletics team and the female athletics team on the day of the athletics meeting: *“I also had to control the athletics team’s budget. I delegated duties to different members on the day of the athletics meeting and the day was a success”* (I.I, p.2). Nancy’s role as house mistress of the athletics teams indicates that Nancy was involved in Zone 2 (Role 2) of the model whilst working with other teachers and learners outside the classroom in extra-curricular athletics activities.

4.3.3.4. Participation in performance evaluation of teachers at case study school

The LO educators trusted Nancy’s knowledge and expertise in the learning area and, as a result, they selected Nancy to be member of their DGS’s. My observation of the 2008 development support groups at the school revealed that Nancy was on the DSG’s of the LO educators at the school (I.Q.M.S, 2008). As the member of the DSG’s Nancy had to visit the classes of the LO educators for assessment of their teaching practices which included checking of records and lesson preparation and thereafter offer development support to the educators. *“I worked with teachers in performance evaluation and led development support initiatives for them”* (J, p.15). Nancy’s role in the DSG of the IQMS process indicated that she was active in leading in-service education and assisting other educator at her own school

(Zone two, Role 3) of the model. My observation of Nancy during Term One of 2009 revealed that “*Nancy made classroom visits of fellow LO educators in terms of participating in the performance evaluation of teachers in the IQMS process*” (D.O, p.2). Nancy’s participation in peer assessment in the IQMS process at school and moderation of assessment tasks as the subject head of LO indicates that she was also active in participation in performance evaluation of teachers at her own school (Zone two, Role 4): “*When it comes to IQMS, I am on educators DSG providing them with support and guidance, I also offer guidance in the setting and moderation of their assessment tasks*” (I.I, p.2).

4.3.4. Teacher leadership in the area of Whole School Development

4.3.4.1. Institution Learner Support Team Secretary

As the school had been recently designated as a full service school, it had to cater for inclusively of all types of learners. As a full service school, the school had to form the Institution Learner Support Team to implement White Paper 6, i.e inclusive education. Nancy indicated in her individual interview that she took on a teacher leadership position as the secretary of the Institution learner support team (ILST) at the case study school: “*Since I studied psychology I volunteered to be on the ILST and thereafter the secretary*” (I.I, p.2). As a full service school, the case study school had to cater for learners with moderate barriers to education. Nancy indicated that, as the secretary of the ILST, she had to pilot the “special needs assessment form” at school to verify the practicality of the assessment and give feedback to the DOE: “*As the secretary I had to pilot the special needs assessment forms at the school and report the findings to the DOE. I found this new leadership role exciting and challenging*” (I.I, p.2). Nancy spoke of her role as the secretary of the ILST in her individual interview with me. Nancy’s workings as the secretary of the ILST were corroborated by my informal observation of her where I observed her in ILST meetings and leading the piloting process of special needs assessment forms. I also observed her assessing individual learners and liaising with other members of the ILST to draw up the report for the DOE: “*Nancy met learners on an individual basis to complete Needs Assessment form*” (D.O, p.2). Nancy’s role as a secretary of the ILST indicates that she is active in leading reviews of school practices in own school in catering for learners with barriers to learning (Zone 3, Role 5).

4.3.4.2. Chairperson of Health committee

Nancy's leadership roles at the school included being the chairperson of the School Health Committee: *"Okay, presently I am the chairperson of the health committee and I liaise with the sisters from the hospital"* (I.I, p.3). As the chairperson of this committee, she had to work collaboratively with stakeholders to draw up the School's Health Policy. This entailed reading up on literature governing health legislation at school and liaising with health practitioners at hospitals. Nancy held meetings with educators informing them of the schools health policy and how to handle injuries of learners whilst at school. *"I held meetings with educators informing them of the health policy and how to deal with wounds and HIV/Aids etc at the school"* (J, p.5). This was corroborated by my observations of her during the first term of 2009 where I noticed her input at staff briefings on matters pertaining to the schools health policy and her reflections in her journal explaining a new initiative that she led at the school: *"Being a senior Life Orientation teacher I was delegated by the principal to chair the health Committee. I had to liaise with nurses from the hospitals...duties included drawing up policies on HIV/Aids etc"* (J, p.5).

According to Nancy the reason for her being delegated this leadership task was because educators and SMT at the school trusted her leadership ability which she alluded to in her journal: *"I believe that the educators and some members of the SMT trusted my ability to lead. They know that I have a strong urge to succeed and that I can accomplish a task successfully"* (J, p.8). When Nancy took on this leadership role, she was initially nervous but due to the overwhelming support she received from her colleagues, she accomplished her task successfully. She wrote in her journal about the joy she experienced in her teacher leadership role at the school: *"I was astounded at first and felt like a heroin. I never expected such an excellent response since the educators had other responsibilities.... I felt proud to have led this committee"* (J, p.6). Nancy's role as the chairperson of the health committee indicated that she was active in organizing and leading peer reviews of school practices in her own school (Zone 3, Role 6).

4.3.5. Teacher leadership across schools and into the community

4.3.5.1. Networking and providing curriculum knowledge

In order to improve pedagogical practices in the case study school, Nancy also engaged with the DoE's Senior Education Specialist (SES) of Life Orientation regularly to empower herself and clarify assessment of the physical education tasks (PET) at the school: *"When the SES*

comes to school I consult him on PET” (I.I, p.2). Nancy used the knowledge from liaising with the SES and attending DOE workshops to design diverse PET in her subject to improve the learning outcomes of the learners. I also observed her meeting with fellow LO educators of the school to develop physical education tasks and a timetable of implementing these tasks across the various grades so that the grounds and sporting equipment is adequately used.

“Nancy met with fellow LO educators to discuss PET tasks so that there is adequate use of the schools grounds and sports equipment” (D.O, p.3). This indicates that Nancy was involved in providing curriculum knowledge to fellow educators at the school. The other LO educators at the school trusted her knowledge and implemented her action plan successfully. My observations of were corroborated by Nancy when she stated that she *“designs PET tasks with other educators so that there are no clashes on the grounds with regards to assessment”* (I.I.p.2). As mentioned earlier in my discussion of her enactment in Zone One, Nancy also attended LO workshops where she networked with other LO educators from neighboring schools to empower herself and develop LO learner support material. Upon her arrival she passes on this new learner support material and new knowledge to her fellow LO colleagues at the school. *“As the subject head I attended departmental workshops in Life Orientation and then held workshops with the LO educators”* (I.I, p.2). The above discussion indicates that Nancy is active in providing curriculum development knowledge in and across schools (Role 2 in Zones 2 and 4).

From the discussion on the enactment of teacher leadership it is evident that in spite of Nancy teaching for only six years, she had has taken numerous teacher leadership roles across the four Zones of the model. For me this indicates that all teachers, irrespective of years of teaching experience, can enact teacher leadership and that the leadership role, outlined in the Norms and Standards for Educators (2000), is being enacted in some way by Nancy at the school. In the next part of the chapter, I discuss the enactment of teacher leadership by my third teacher leader in the case study school.

4.4. THE ENACTMENT OF TEACHER LEADERSHIP BY MARK³

4.4.1. Description of Mark: The Disciplinarian

The third teacher leader in my study was Mark. Mark was of 55 years of age at the time of my study and had 33 years of teaching experience to his credit. His educational qualifications

³ MARK IS A PSEUDONYM FOR TL3

included a Bachelor of Arts degree, a Junior Secondary School Diploma and Bachelor of Educations Honors degree. He taught Maths Literacy in grades 10 to 12 in the Further Education Training band in the case study school. Mark's wife is a home executive and has three adult children. Mark enjoys teaching and finds teaching Maths a stimulating subject to teach. According to Mark, teacher leaders are special people who have both expertise and experience to expand and contribute on issues on hand. Teacher leaders for Mark *"build effective working relationships with other people, have good interpersonal skills and make people feel valued and appreciated"* (J, p.2). Mark believes that a teacher leader *"is one who has over the years the experience to overcome the obstacles pertaining to education. He has, beside experience, expertise to bring about solutions to problems outside the classroom"* (I.I. p1). Mark considered himself as a teacher leader at the school since he had taken on numerous leadership roles during the course of his teaching career which included being a grade controller, subject head, sports co-ordinator and examination officer.

4.4.2. Enactment of teacher leadership in the Zone of the Classroom

My observation of Mark in the classroom revealed his mastery where he was creative and innovative with teaching strategies and used a variety of resources in his lesson to stimulate the learners thinking. He continuously inspired and motivated learners to achieve a standard of excellence in their work: *"Mark constantly used positive reinforcement during the teaching and learning process to inspire learners to excel"* (D.O, p.3). Mark made use of both group and individual activities in the learning and teaching process: *"Different assessment activities are employed by the educator to cater for multiple intelligences and learning styles"* (D.O, p.3). Mark was a strict disciplinarian and the learners shared a very cordial relationship with him. Learner-centered techniques were used to promote critical thinking and problem solving: *"The educator has achieved a balance between curriculum outcomes and learner's need, interest and background"* (D.O, p.3). Mark's expert knowledge in his subject was corroborated by my observations of learners from various grades visiting him in his class during lunch breaks for mathematics tuition: *"The educator's is easily accessible to learners and learners approach him for Maths tuition during the lunch breaks"* (D.O, p.3). This for me indicates that the learners trusted his classroom expertise and knowledge in Mathematics to provide them insight into solving-problems.

My perception and evaluation of Mark's classroom practice was confirmed by his summative "Integrated Quality Management System" (IQMS) score and report. He scored 55 out of a

maximum of 64 for the first four criteria that dealt with classroom practices. The following citation from Mark's IQMS report of 2008 indicates his expertise and mastery in classroom practices: *"The educator creates a positive learning environment that enables creativity and allows all learners to be productively engaged in individual and cooperative learning. Learners are motivated and self disciplined. The educator uses inclusive strategies and promotes respect for individuality and diversity"* (IQMS 2008). Mark's IQMS score and my observation of Mark's teaching practice confirmed that Mark was an expert in his field and a teacher leader in his classroom (Zone 1, Role 1), in line with the thinking of Harris and Lambert (2003) who writes that teacher leaders are first and foremost expert teachers in their classroom.

4.4.3. Teacher leadership through working with other teachers in curricular and extra-curricular activities

4.4.3.1. Grade Controller

As a grade controller, Mark was responsible for classifying learners into class units and monitoring learner's academic work, behavior and attendance. His duty included providing guidance to both learners and teachers in the grade, as the following quotation illustrates: *"As a grade controller, I put learners into class units and regularly counseled learners in my grade"* (I.I, p.2). He was also involved in verifying learners' reports and was *"also responsible for the progression and retardation of learners in the grade"* (J, p.5). Like Brenda, Mark's role as the grade controller included checking *"the reports and registers of the teachers in my grade"*(I.I, p.2). Mark's role as the grade controller indicates that he was active in Zone 2 where he worked in co-curricular activities in the school.

4.4.3.2. Subject Head

Due to the Maths and Science HoD post being vacant at the school, Mark became the subject head of mathematics at the school, a role which was delegated to him by the principal: *"Well some were delegated to me, like the subject head and grade controller"* (I.I, p.3). This is an example of authorized distributed leadership in practice (Gunter, 2005). Mark was of the opinion that he was delegated these leadership roles because *"the SMT trusted my expertise in school administration and the learning area to ensure the smooth running of the grade and learning area"* (I.I, p.3). As the subject head, Mark attended Mathematics workshops and cluster meetings and, on his return to the school, disseminated the knowledge he gained to the other Mathematics educators: *"I also attend the Maths workshops and cluster meetings to get*

the latest developments in Maths and on my return I pass it on to my colleagues” (I.I, p.2). He used the knowledge gained from attending the DOE workshops and cluster meetings to contextualize the Maths curriculum at the school: *“We met and discussed the Maths curriculum and developed Maths work schedules for each grade”* (I.I, p.2). Mark’s role as the subject head of Mathematics indicates that he is active in the provision of curriculum development (Zone 2, Role 2).

4.4.3.3. Mentoring Role

Mark, in his role as subject head and grade controller, inducted new class teachers into the grade and the Maths department and developed new teachers’ administrative skills so that they could function effectively as grade teachers. His role as the subject head included mentoring new mathematics educators at the school, providing curriculum development knowledge and equipping them with skills to execute their duties as Maths teachers effectively. Mark regularly set up subject committee meetings where assessment and teaching strategies were discussed: *“When you are a team player you want everyone to perform at that level, then you would be successful. This for me involves mentoring those fledgling teachers”* (I.I, p.2). My observation of Mark during Term one of 2009 corroborated the findings regarding his mentoring role at the school: *“Mark met with the inexperienced Maths educators regularly had to check on them to assess their progress in the teaching of subject matter”* (D.O, p.3). Mark’s responsibility in mentoring and inducting new educators indicates that he is active in leading in-service education at the school (Zone 2, Role 3).

4.4.3.4. Sports Co-ordinator

Another emergent teacher leadership role that Mark assumed at the school was as the school’s sports co-ordinator: *“I am also the co-ordinator of the sports program at the school”* (I.I, p.2). Mark, a keen sportsman, played a leading role in organizing the school’s sporting codes and was responsible for planning the school’s annual athletics meeting, which involved distributing learners into respective houses, classifying learners into age groups, setting up training schedules and organizing the athletics program. As the sports co-ordinator, he also planned *“the school’s athletics meeting and all activities related to sports at the school”* (I.I, p.2). In order to make the educators au fait with the various sports codes, Mark held professional development clinics for educators: *“I meet with educators, workshop them on the sports codes and plan the sports program for the year”* (J, p.8). Mark’s role as the sports co-ordinator was an emergent one: *“The other leadership tasks like sports co-ordinator, I gained*

due to me be involved in the sporting activities of the school. "The educators trusted me and realized that my knowledge in sports was good and this leadership task became mine over the years" (I.I, p.3). For me this role is a good example of dispersed distributed leadership in action (Gunter, 2005) where the leadership emerged as a result of Mark's organisational knowledge and skill and is a good example of Zone 2, Role 2 of the model.

4.4.3.5. The Performance evaluation role of the teacher leader

In his capacity as subject head, Mark also participated in performance evaluation of the Maths educators by being on their development support group in the IQMS process at the school. Mark alluded to his peer assessment and professional support that he engaged in whilst as a subject head in his individual interview: *"Being the subject head I am also on the Maths educators DSG's which warrants me to visit their classes to assess their teachings and to provide support in order for them to improve"* (I.I, p.2). My informal observations of Mark indicated that apart from his formal evaluation role, he also engaged in informal peer assessment by liaising with educators on an informal basis to determine their challenges and provided support in order to improve the teaching of Mathematics at the school. Marks' enactment of teacher leadership is similar to Devaney's (1987) description of teacher leadership practices of providing curriculum development knowledge and leading in service training and staff development activities. His role in the DSG indicates that he is involved in performance evaluation of educators at the school (Zone 3, Role 4).

4.4.4. Teacher leadership in the area of whole school development

4.4.4.1. Change Agent

Leading the school's Hindu religious service group was an emergent leadership role that mark initiated. As Mark was actively involved in the community's religious group, he decided to initiate Hindu religious services at the school. *"Recently I am leading the schools Hindu religious group, I decided to get learners involved in prayer rituals on a weekly basis"* (I.I, p.2). His leadership initiative was supported by the SMT and Mark sacrificed his lunch breaks to lead this initiative. During these services, *"learners are given motivational talks"* (I.I,p.2). This was corroborated by my observations and attendance at one of the religious services. *"Attended religious service where Mark spoke to learners of the impact of drugs on learning"* (D.O. p.3). Because of Mark's initiative, the SMT decided to incorporate religious services into the school's policy and implement other religious services at the school. *"I found this move of mine spreading and the SMT decided to change school policy and start*

other religious services at the school” (I.I. p.2). This for me indicates that Mark plays a leading role in the change process at the school and this constitutes an example of organising and leading peer reviews of school practice at the case study school (Zone 3, Role 5). Mark’s leadership role in leading a religious service group is a true display of emergent teacher leadership. His enactment of teacher leadership contrast the view of Bennt *et al* (2003) who suggest 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”(2003,p.3). He recognised that drugs and alcohol abuse was hampering learners progress at the school and therefore decided to lead this initiative to address the challenges facing the school. Besides leading the religious service group at the school, Mark indicated in his journal that he had been involved in the “*ILST, welfare committee and fundraising committee*” (p.8), a further example of Zone 3 (Role 5) teacher leadership enactment of the model.

4.4.4.2. Teacher leadership across schools and into the community

Mark as the subject head, used the Maths workshops and cluster meetings that he attended to network with other educators from surrounding schools whereby mutual learning took place. At these meetings, the Maths curriculum was discussed and he helped educators with the challenges they faced in the effective delivery of the curriculum. Mark also used this forum to exchange learner and teacher resource material: “*At the cluster meetings and workshops we discuss our problems, I being senior offer my advice to the teachers from the other schools and exchange resources*” (I.I, p.2). The above discussion illuminates that Mark is active in providing curriculum development knowledge across school into the community (Zone 4, Role 2).

From the above discussion, most of my data collection instruments seem to indicate that Mark was engaged in leadership roles across all four zones described in the model of teacher leadership. Now that I have described my three teacher leaders and demonstrated how they each enacted teacher leadership, the next section responds to the second research question and explores the factors that either enhanced or hindered the enactment of teacher leadership at the school.

4.5. FACTORS THAT ENHANCED TEACHER LEADERSHIP AT THE SCHOOL

4.5.1. A Culture of Collaboration

The data revealed that a culture of collaboration enhanced the three teacher leaders' leadership roles at the school. Analysis of the data indicated that teamwork in the form of appreciation and support from the SMT and colleagues allowed them to function effectively in their leadership roles at the school. All three teachers felt that a collaborative school culture enhanced their teacher leadership roles at the school. For Mark, a collaborative culture in terms of teamwork and support were enhancing factors in him taking on teacher leadership roles: *"I am prepared to take on any leadership roles so for me support and teamwork is an important enhancing factor at this school"* (M, I.I, p.6). Similarly, Brenda alluded to collaboration as an enhancing factor for her taking on leadership roles at the school: *"The educators assisted me and I got support from both the SMT and educators in my leadership roles at times which made my role easier"* (B, I.I, p.7). Their views are aligned to Grant's (2006) view that for teacher leadership to flourish, a collaborative school culture is important. Similarly, for (Harris and Muijs, 2003) teacher leadership is enhanced when the school ethos promotes collaboration and shared decision making within a culture of trust, support and enquiry.

An enhancing factor promoting Nancy's teacher leadership roles at the school was the support that she got from her 'friends' at school whom she regarded as her "critical friends": *"I also found that a key support for my teacher leadership is a strong network of colleagues. This network of "critical friends" provides safe, trustworthy forum for working through difficult times and problems"* (J, p.11). Nancy relied on her network of colleagues for support and guidance during her teacher leadership roles at the school, which enabled her to function effectively in her teacher leadership roles at the school. Nancy also cited teamwork as an enhancing factor in her taking on leadership roles at the school and she considered *"mutually supportive relationships a strong source of support for my leadership. I don't see myself as just working alone, but as a team"* (N, J, p.8). Evidence of teamwork in the school emerging from the interview data was corroborated by the responses in the teacher survey questionnaires (TSQ) which illuminates that there was collaboration at the school.

53 Team work is encouraged.

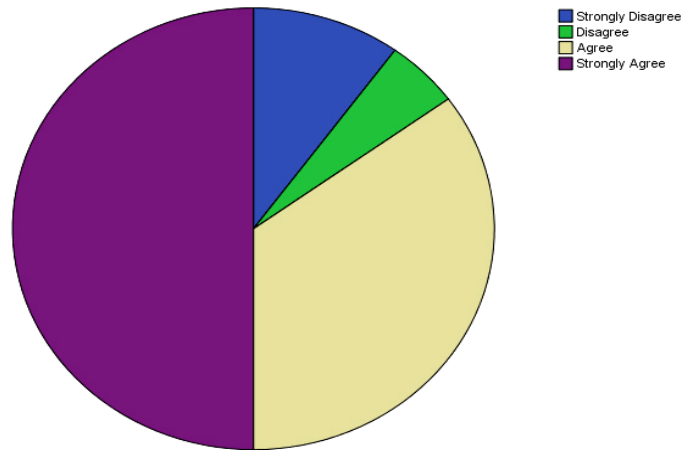
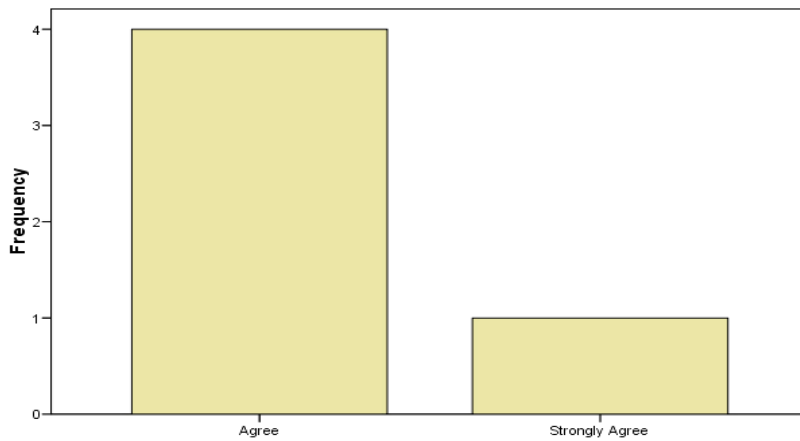


Figure 1: Pie graph showing the percentage of educators who believed that teamwork was being encouraged in the School.

In addition, the school management team acknowledging the three-teacher leaders' success in leading school based initiatives also enhanced their teacher leadership roles at the school. The SMT's positive feedback and comments of their leadership initiatives made them feel proud of their accomplishments and enhanced their teacher leadership roles at the school. Mark wrote in his journal of how the impact of "SMT praising him and recognizing his worth and work" (J, p.7) as a leader enhanced him taking on teacher leadership roles at the school. Similarly, Nancy also reflected on the SMT appreciating her leadership as a factor that enhanced her in taking on additional leadership roles: "I finally felt that my work counted and felt appreciated for my work by the SMT. The SMT is a crucial source of support for me to function as a teacher leader" (J, p.8). Furthermore, the three leaders' involvement in whole school decision making as subject heads, signals a seemingly collaborative relationship between the SMT and the teacher leaders. The data below from the SMT and educator questionnaires corroborates my perception of collaboration as a factor promoting teacher leadership at the school by allowing educators to be involved in school level decision making.

26. The SMT allows teachers to participate in school level decision making



26. The SMT allows teachers to participate in school level decision making

Figure 2: Bar graph showing that all SMT members believe to be supporting teacher involvement in whole school decision making

49 The SMT allows teachers to participate in school level decision making.

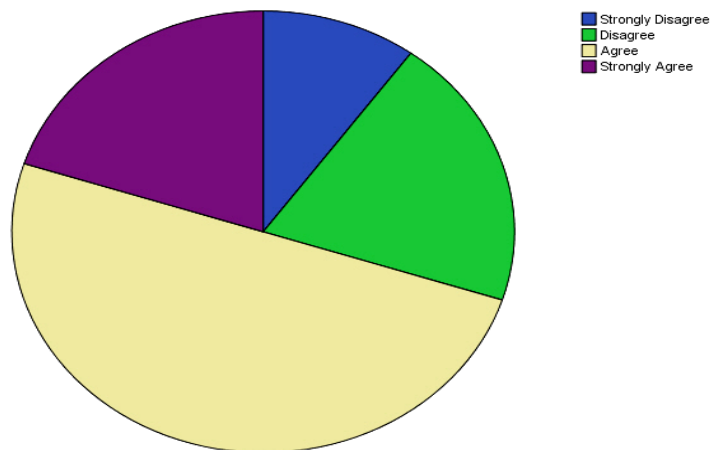


Figure 3: Pie graph showing the percentage of educators who perceive the SMT as supporting their role in school based decision making.

The above findings reveals that collaboration and support is an enhancing factor for teacher leadership therefore I argue that educators should not be viewed as a threat to the hierarchy in the schools but the SMT’s should encourage collaboration since collaboration leads to school improvement. This view is similar to that of Harris and Muijs’s (2005, p.28) when they write that the role of the SMT becomes one of holding the “pieces of the organisation together in a productive relationship”.

4.5.2. Authorised Distributed Leadership

All three teachers acknowledged that being delegated leadership opportunities at the school enhanced their teacher leadership roles. They felt that when they were delegated leadership roles by the SMT, their leadership roles were legitimate and, as a result, they got the co-operation of all stakeholders. The data revealed that a significant factor that enhanced Brenda's teacher leadership roles at school was when the principal, by virtue of his formal position in hierarchical system, distributed tasks and responsibilities to her to execute. Brenda felt that this made the leadership role more legitimate and as such, she felt comfortable since she got support from colleagues to accomplish her leadership duties: *"I think when you have authorized leadership then what ever you need to do you get a better feedback, because it is a requirement of the school. Whereas if it was unauthorized leadership the responses are poor, you might not be able to get full co-operation of people"* (I.I, p.8). This suggests that authorized distributed leadership practices at the school was an enhancing factor for Brenda's leadership practice.

Nancy found that when she was delegated leadership tasks by the SMT, her leadership role was legitimate which made it easier for her to work as a teacher leader. She got greater co-operation from educators since educators viewed her leadership as legitimate: *"I found that the roles that were delegated to me, worked well for me becausethe ones I controlled listened, they took me seriously whereas the one's I initiated, nobody seemed interested or should I say they did not take me seriously. So delegation worked better for me"* (N, I.I, p.3). In addition, I argue that in delegating formal leadership roles to the three teacher leaders as subject heads, the SMT enhanced teacher leadership and fostered collaboration in whole school development issues and curriculum related matters. Although, Hargreaves (1992) describes the type of collaboration as "contrived collegiality", I believe that authorised distributed leadership is an avenue for teacher leadership since it increases the leadership potential of teachers within an organisation.

4.5.3. Skills and values that fostered teacher leadership

Analysis of the data revealed that all three-teacher leaders shared common traits in terms of skills and values that enhanced their leadership roles at the school. These common personality traits included tolerance, patience, honesty, courage and perseverance. The discussion below illuminates the common personal traits of the teacher leaders that enhanced their teacher leadership roles at the school. The data revealed that exercising tolerance and

patience at the school enhanced their enactment of teacher leadership. According to Brenda “*one has to deal with diverse people who have their own way of doing things, so in this situation I have to be patient with them and tolerate their short comings until they change*” (J, p.10). These teacher leaders were tolerant and accepted the individuality and differences in colleagues at the school: “*As a leader, I listen and tolerate different opinions so that everyone is fully involved in team decisions and actions*” (N, J, p.9). The teacher leaders were aware that with diversity comes a variety of solutions to school related challenges: “*I value and use individual differences and talents to achieve team goals*” (M, J, p.7). For me the discussion above attests to their personal traits of tolerance and patience in enhancing teacher leadership.

The three teacher leaders also shared good interpersonal relationships and were approachable which allowed them to function effectively as leaders at the school: “*By being approachable, I am able to deal with any challenges because I am friendly and yet professional in my leadership roles*” (N, I.I, p.1). They were sensitive and sympathetic towards colleagues and learners, as the following quotation suggests: “*I am approachable to both learners and teachers and as a result they easily liaise with me when faced with problems, so being approachable and easily accessible to people allows me to function as a leader*” (B,I,I, p.1). By being approachable, the teacher leaders were able to collaborate and find solutions to challenges at the school: “*Being a team player I get on well with colleagues and allow open communication with me and in this way people approach me with their problems and I assist where I can*” (M, I.I, p.6).

Perseverance and courage were also common personality traits of the three teacher leaders. They were prepared to persevere in any initiative in spite of the obstacles and challenges they faced at the school: “*I can take on a challenge, by challenge I mean I can face up to any task that is given to me, I am not scared of criticisms. I can handle criticism if another staff member tells me look you are wrong*” (M, I.I, p.6). Likewise, they were prepared to put in more effort at the school when the situation demanded: “*I work well under pressure in a school situation and I can handle conflict situations. I am willing to go the extra mile in the interest of the school*” (N.I.I, p.1). Honesty and fairness in the decision making process was another factor that enhanced their teacher leadership roles at the school. “*Honesty for me is important in my leadership roles at the school, therefore I am fair and consistent in my decision-making and by doing this people trust me as a leader*” (B, I.I, p.1). By being honest and consistent in their decision-making, their responsibilities in their leadership roles were

much easier to perform: *“I am reasonable and consistent when making important decisions in my leadership roles and as a result I do not get resistance from educators because they know that I am fair”* (N, I.I, p.1).

For me, the leadership skills displayed by the three teacher leaders in my study are similar to leadership skills that emerged from the study conducted by Lieberman, Saxl and Miles (1988). In their study of 17 teacher leaders in the US context they identified six leadership skills that effective teacher leaders possessed that made them to function effectively as teacher leaders. These skills included trust and rapport building, the ability to deal with the change process, the ability to use both human and material resources effectively, manage their work effectively by managing their time, setting priorities, multi-tasking and finally the ability of teacher leaders to build skills and confidence in others (Lieberman *et al*, 1988). Similarly, Grant argues that “teacher leadership is about courage, risk taking, perseverance, trust and enthusiasm within a culture of transparency and mutual learning” (2006, p.529). For me the above findings reveals that the inherent skills and values of tolerance, patience, honesty, courage and perseverance, etc, that the teacher leaders possess enhanced their enactment of teacher leadership at the school.

4.5.4. Availability of Teaching Resources

All teacher leaders alluded to the availability of teaching resources at the school as a factor that enhanced their leadership roles at the school. My observation of the school (October 2008) revealed that the three teacher leaders had access to computers, internet facilities and a fully functional media centre which contained photocopiers, duplicating machines and a data projector. In addition, the school supplied educators textbooks in each subject offered at the school. The budget of the school revealed that a significant amount of the yearly budget was spent on learner teacher support material and maintenance of school media centre, (R 220 000, Budget, 2008). This indicated that the availability of resources at the school contributed to teachers taking on teacher leadership roles at the school. The availability of resources at the school made the teaching and learning process for the three teacher leaders more interesting and also eased their amount of administrative and manual work. As a result, the three teacher leaders had more time to take on leadership at the school.

Nancy referred to the adequate provision of resources: *“You are not frustrated by a lack of teaching aids and resourcestherefore I could say that the school’s resources promotes*

teacher leadership for me” (N, I.I, p.4). The organization and availability of educational resources was also a factor that enhanced Brenda’s role as a teacher leader at the school, as the following quotation illustrates: *“Being in an informed and organized set up. Having access to everything you need to do your work”* (FGI, p.7). Similarly, Mark alluded to the availability of teaching resources as an enhancing factor in him taking on leadership roles: *“Secondly this school has abundance of resources so your teaching is not hampered in any way therefore you are not frustrated and you are willing to go the extra mile”* (II, p.6). The above data suggest that the workings of the SGB and the SMT in providing a well-managed school in terms of organization and availability of resources were enhancing factors in promoting teacher leadership at the school.

4.5.5. Expertise in subject

One of the major factors that enhanced teacher leadership for the three teacher leaders at the school was their expertise and knowledge of their learning area. The data revealed that their experience had made them quite knowledgeable and as a result, they were confident of leading initiatives at school. Due to their high level of confidence, the three teacher leaders were not scared of failure when they took on leadership roles. *“My teaching experience has made me quite knowledgeable and as a result I am very confident of myself and not scared to lead”* (M, I.I, p.6). All three-teacher leaders believed that their expertise and knowledge contributed to them being elected as subject heads by the SMT in their respective subjects and as a result, they were able to fulfill their responsibilities effectively. Mark reflected on his experience and knowledge as an enhancing factor in him taking on leadership roles at the school. *“The principal is also aware of my expertise and therefore he asked me to be the subject head of Maths at the school”* (I.I, p.6). Likewise, Nancy alluded to her expertise in her subject as an enhancing factor: *“I believe that my knowledge in my learning area contributed to me being tasked by the HOD to be the subject head”* (I.I.p.3). Similarly, Brenda’s knowledge and expertise in Afrikaans also contributed to her being elected as cluster co-ordinator of Afrikaans in the area. Brenda in her journal cited her *“knowledge of subject matter, content, teaching methods, educational matters and school requirements”* (p.11) as an enhancing factor that enabled her to function as a teacher leader both in and out of the school. My observation of the three teacher leaders revealed that their subject knowledge held them in good stead to mentor and support educators at the school: *“The three teacher leaders uses their expertise and knowledge of curriculum matters to provide support and guidance to fellow colleagues”* (D.O, p.3).

4.5.6. A culture of trust

All three-teacher leaders cited trust as a factor that also enhanced their teacher leadership roles at the school. Because The SMT and educators trusted their leadership skills and expertise, their confidence increased and, as a result, they were prepared to take on leadership roles beyond the classroom and into the school. For the three teacher leaders the degree of trust that existed between themselves and fellow colleagues was vital for the success of any leadership initiatives at the school: *“The educators trusted me and realized that my knowledge in sports was good and this leadership task became mine over the years”* (M,I,I, p.3). Brenda’s role as the prefect mistress and the teacher liaison officer of the school indicated to me that Brenda was trusted by the staff to successfully elect prefects and monitor the election of the representative council of learners at the school: *“In my experience as a teacher leader at the school I found my colleagues trusting my ability to lead and were very accepting and willing to assist where ever possible”* (I,I, p.7). Likewise, Brenda alluded to trust as the reason for being delegated the teacher leadership roles of subject head and grade controller: *“I think this was given to me since the SMT trusted my expertise in administration and the learning area to ensure the smooth running of the grade and learning area”* (I,I, p.3).

Similarly, trust was key to Nancy’s teacher leadership: *“Being a senior educator I believe that educators and some members of the SMT trusted my ability to lead. They know that I have a strong urge to succeed and that I can accomplish a task successfully”* (I,I.p.3).

Analysis of the 2008 school’s year planner indicated that Nancy was the staff vice secretary which indicates that the staff trusted her non- biasness in recording staff discussions and resolutions. In conclusion, the trust the educators had in the leadership practices of the three teacher leaders was corroborated by the IQMS documents of 2008, which indicated that all three were selected as members of the Development Support Group of personnel at the school. The above discussion highlighted some of the common factors that enhanced the three-teacher leaders’ enactment of teacher leadership in the case study school. In the next part of the chapter, I discuss the factors that hindered the enactment of teacher leadership at the school.

4.6. FACTORS THAT HINDERED TEACHER LEADERSHIP AT THE SCHOOL

4.6.1. Limited time

Whilst the three teacher leaders had taken on certain leadership roles at the school, analysis of the data revealed some common factors that hindered their enactment of teacher leadership

roles at the school, the major factor being limited time. As a result, of limited time the three teacher leaders were reluctant to take on additional leadership roles beyond the classroom. Brenda reflected on her teaching load and the limited available to her to lead: *“I think as a Grade Controller I felt I could not do justice, I helped them where I could but time was a limiting factor and I did not have enough time to help them where discipline was concerned with the teaching load I had”* (I.I, p.3). Similarly, a lack of time also hindered Mark and Nancy from taking on additional leadership roles: *“I being a full time class teacher do not have the time to take on more roles at the school.....so a lack of time is an hinders leadership roles”*(M,. I.I, p.7) Nancy felt that her classroom responsibilities took much of her time during the school day and, as a result there was too little time to lead: *“Insufficient time during the school day is an example of a barrier to teacher leadership for me..... classroom responsibilities limit the available time”* (J, p.11).

These reflections support the findings of Katzenmeyer and Moller (2001) that teachers may be reluctant or refuse to take on leadership roles if these leadership roles takes time in their personal responsibilities. Although the three teacher leaders had at least one non-teaching period a day, they cited that, due to high staff turnover at the school, their non-teaching period was often spent serving relief. This was corroborated during my observation of my teacher leaders during term one of 2009: *“When other teachers are absent teacher leaders serve relief periods”* (D.O, p.3). For me this further reduced their available time to take on additional leadership responsibilities at the school, so lack of time was a major barrier in their enactment of teacher leadership at the school. Many local and international empirical studies on teacher leadership have highlighted a lack of time as a barrier to teacher leadership (see for example Wasley, 1991; Harris and Muijs, 2003; Grant, 2006; Singh, 2007). Harris, (2004) argues that freeing teachers for leadership tasks is a crucial element of success in schools where teacher leadership is being implemented.

4.6.2. Top-down leadership practices

Bureaucracy and hierarchical structures within the school was a significant factor that hindered the three teacher leaders taking on leadership roles in the case study school. According to the three teacher leaders, the hierarchical structures hindered them taking on leadership roles since they had to seek permission from the HoD, who then has to liaise with the principal to sanction their leadership initiatives at the school: *“Some of the factors that hinder teacher leadership are the bureaucratic structures that lie in the school, example if*

you want to take on a leadership role, you would have to first liaise within the hierarchical structures” (N, I.I, p.5). This caused them to become frustrated and lose interest in the initiatives. According to Harris (2004), ‘top-down’ approaches to leadership and management offer significant impediments to the development of teacher leadership. For me the current hierarchy of leadership in schools means that power resides with the management team, i.e. SMT. As a consequence, leadership is viewed as the preserve of the few rather than the many (Grant, 2006, Singh, 2007) which impedes teacher leadership. Brenda cited the SMT as a factor that hindered the enactment of teacher leadership at the school: *“I think it is a barrier, because the SMT is quite rigid in the way they allocate time, in the way they do things and they don’t allow any flexibility for other initiatives” (B, I.I, p.6).*

In this regard, Harris (2004) argues that one of the most powerful barriers to teacher leadership is a hierarchical school organization controlled by autocratic principals. She explains that *“apart from the challenge to authority and ego, this potentially places the head or principal in a vulnerable position because of the lack of direct control over certain activities” (Harris, 2004, p.20).* Similarly, all three-teacher leaders alluded to the principal’s autocratic control as a factor that hindered his enactment of teacher leadership at the school. The concurred that the principal believed that he was the supreme leader in the school. Mark felt that the principal’s autocratic rule and inflexible management style stifled teacher leadership because when he wanted to initiate any activity at the school, he had to go through a lot of “red tape”. He cites in his journal that: *“the people in charge are not prepared to change or try new strategies” (p.7).* Mark also felt that the *“SMT’s management style was stereotypical and monotonous which hindered his leadership roles at the school” (J, p.7).*

Similarly, Brenda cited the principal’s autocratic management practises and poor interpersonal skills as a factor that hindered her in taking on leadership roles at the school: *“I was never treated the way I am now at the age 47. Surely, there should be some growth in me and within my professional level that should not warrant me to be treated like this by the principal” (B, FGI, p.10).* She alluded to the principal’s poor treatment of her and the fear of being criticized and reproached by him in leadership initiatives as a factor that hindered her role as a teacher leader: *“I also think fear of what you want to do and not being accepted is also a barrier. Because you know when you want to initiate something and I might try and fail, you may be reproached for that by the principal” (B, I.I, p.6).* The principal’s autocratic control in delegating leadership tasks to a few members of the staff and the principal’s rude

tone in communicating with educators was another factor that hindered Nancy taking on teacher leadership roles at the school: *“Some of the factors that hinder teacher leadership is delegation by the principal where maybe two members or three members of the staff are always given preferenceand when the principal is rude to us”* (N, I.I, p.5).

From the above discussion it is evident that the principal’s autocratic control and top–down management practises at the school hindered the enactment of teacher leadership beyond the classroom. The data indicated that the principal fostered teacher leadership in the classroom by supplying rich LTSM but hindered teacher leadership beyond the classroom because of his top-down management practices. He felt that leading beyond the classroom was the domain of the SMT and educators should not question his decisions at a whole school level. This was corroborated by the responses in the SMT questionnaire (Figure 4) which revealed that the principal believed that only the SMT should make decisions about whole school issues. This illuminates that he believed that the decision making process at the school is the domain of SMT and not post level one educators.

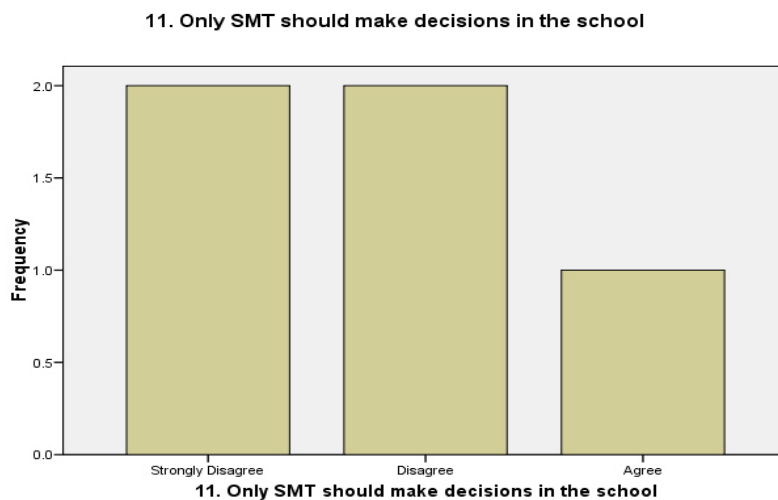


Figure 4: Bar graph showing the responses of the SMT , with regards to who should be making decisions in the school.

According to Katzenmeyer and Moller (2001), teachers are motivated to remain in leadership roles when they have control over leadership initiatives and when the organizational structure support their efforts for change. They also remind us that the success and failure of any leadership initiative can be influenced by the interpersonal relationships between the teachers and the management. In the context of the case study school, I concur with Katzenmeyer and Moller and argue that bureaucracy, hierarchical structures and autocratic leadership control by the principal impeded the enactment of teacher leadership.

4.6.3. Policy changes and paper overload

Policy changes and “paper overload” by the Department of Education was another factor that hindered the enactment of teacher leadership at the school. All three teachers alluded to constant curriculum changes by the DoE as a barrier to their taking on leadership roles because they felt like novice teachers, since they had to re-skill themselves by constantly attending workshops. For example, Brenda commented that *“The DoE is frustrating teachers in terms of its endless and always changing requirements / paper work / sudden requests and requirements. I do believe that this is a stumbling block (J, p.14).* In addition she declared in her journal that, *“Teacher moral and frustration has sunk to rock bottom due to curriculum changes and lack of support for the educators from all quarters” (J, 15).* Nancy, like Brenda, commented similarly: *“There is too much of paper work from the departmentwhich becomes a factor that hinders me taking on additional roles at school (I.I, p.5).* Mark’s response was no different *“Also, there is too much paper work that the DOE needs. Most of the time the paperwork is unnecessary...This really frustrates me and therefore I do not want to take on new roles at the school (I.I, p.7).* Fullan (2001) remarks that too much curriculum innovation within a short space of time can be risky as it contributes to low teacher morale and leads to “burnt out” syndrome. Paper overload in terms of administrative work in both the subject and the school was also a barrier preventing them taking on leadership roles.

4.6.4. Poor learner discipline

All three-teacher leaders cited that that their leadership was hindered by learners’ poor discipline. Due to learners being ill-disciplined, they were skeptical of taking on leadership roles outside the classroom as they did not want the added responsibilities of disciplining learners which left them exhausted. Leading co- and extra-curricular activities requires time and dedication but due to learner ill discipline, the teachers were reluctant to lead in these initiatives. In line with this thinking, Brenda reflected in the following way: *“If parents played their role in disciplining their children..... we as educators would not be left to do the “babysitting” of children and this I believe is a huge barrier for effective teaching and taking on teacher leadership roles at the school” (B, J, p.13).* Likewise, poor discipline also hindered Nancy and Mark taking on leadership roles at the school: *“I do not tolerate ill discipline and when learners are ill disciplined, I do not go the extra mile in taking on leadership responsibilities at the school” (M, I.I, p.7).* Nancy explained that: *“another very important factor that hinders me taking on leadership roles at the school is unruly behavior and ill discipline on the side of the learners. When learners behave badly, I get frustrated and*

do not want to take on additional roles at the school” (N, I.I, p.6). It is evident from the above discussion that poor discipline by learners frustrated the teacher leaders, which hindered their enactment of teacher leadership at the school.

4.6.5. Teachers as a barrier to teacher leadership

A lack of interest and support from colleagues in teacher leadership initiatives also hindered leadership roles at in the case study school. The teacher leaders felt that when they initiated any undertaking at the school their fellow colleagues did not take them seriously and offered them very little support. For example, Nancy writes: *“Lack of support from other teachers. Some teachers express resentment and also lack interest in my leadership responsibilities”* (N, J, p12). This is in line with the research of Grant, (2008) who found in her case study school that internal conflict amongst educators results in a level of ‘bruising’ which operates as a barrier to teacher leadership. Mark reflected on a lack of support from fellow teachers *“Listen, a lack of interest and support from colleagues in an activity that you lead is also a barrier. The educators shy away from working with you and as a result, I am burdened with doing all the work, which is frustrating”* (M, I.I, p.7). Brenda alluded to the school micro-politics in terms of teachers working in cliques as a factor that also hindered in leadership roles at the school: *“They felt that because I am not in management, I do not have the authority to give them advice. This for me can be attributed to groups in the school who have their own agenda’s”* (B, II, p.4).

School micro-politics as a factor that hindered teacher leadership at the school was corroborated by the responses to the opened ended questions in the teacher survey questionnaires. *“Teachers are afraid to be leaders because other educators always want to put them down. When someone steps up to do something, teachers always find faults”* (TSQ). More than 60 % of the teachers in the case study school cited the school’s micro-politics as a barrier to teacher leadership. According to them *“The level one educators undermine some of their colleagues. They will only co-operate if the task is given to someone they like”* (TSQ). Similarly, Harris (2004) argues that micro-political barriers hinder the enactment of teacher leadership roles in schools. For me the above discussion illuminates that the teachers themselves at the school resisted new ideas and did not accept their fellow colleagues as teacher leaders, which hindered the enactment of teacher leadership at the school.

4.6.6. Lack of remuneration

A lack of remuneration for teacher leaders was another factor that the three teachers cited as a factor that hindered them taking on leadership roles at school: *‘These days people are driven by remuneration, so at times because I am not being paid to take on more duties at school, I do not go the extra mile in leading initiatives’* (M, I.I, p.7). They felt that since they were not being remunerated to perform these leadership tasks they sometimes ignored taking on additional leadership roles at the school. This can be attributed to their perception that because the SMT was being paid extra to perform management tasks they should be expected to lead initiatives at the school: *“I do not take on these leadership roles because I am not being paid extra like The SMT to perform the leadership duties at the school”* (N, I.I, p.6). This view is problematic if one reflects on the Norms and Standards for Educator (2000) which expects all teachers to play an active role in leadership initiatives in the school. In the above discussion, I highlighted the common factors that enhanced the three- teacher leaders’ enactment of teacher leadership at the case study school. In my conclusion, I illuminate the common themes that emerged from the enactment of teacher leadership by the three teacher leaders at the school.

4.8. CONCLUSION

In this chapter, I analyzed the research data both qualitatively and quantitatively in order to explore how teacher leadership was enacted in a semi urban secondary school and to illuminate the factors that either enhanced or hindered this enactment. My study revealed that teacher leadership roles were being enacted in all four zones of Grants (2008) Zones and Roles model of teacher leadership. The teacher leaders took on both formal and informal roles beyond the classroom. My data also revealed that teacher leadership roles in Zone one of Grants Zones and Roles model influenced the enactment of teacher leadership in ensuing zones of the model of teacher leadership. In other words, the teacher leadership zones were inter-related. Teacher leadership roles were enacted through formal leadership roles such as subject heads, cluster coordinator, grade controller, examination officer, prefect mistress, sport mistress and sports coordinator. The data also revealed that an avenue for teacher leadership at the school was delegated leadership. The three teacher leaders preferred delegated leadership roles to emergent leadership roles because of its legitimacy and support from colleagues.

The study also revealed that there were some notable factors that promoted teacher leadership at the school. One of the key factors that enhanced teacher leadership at the school was collaboration amongst stakeholders in the pursuit of improved educational practices at the school. The data also revealed contrived collegiality in the form of delegation promoted teacher leadership at the school. Inherent leadership skills such as expertise, trust, rapport building, the ability of teacher leaders to build skills and confidence in others were also enhancing factors that promoted the enactment of teacher leadership. Attitudes and values such as such as tolerance, perseverance, honesty and fairness accompanied by a good work ethic also fostered the successful enactment of teacher leadership roles. The schools rich supply of teaching and learning resources was also a factor that enhanced the enactment of teacher leadership at the school.

The study also highlighted that teacher leadership at the school was being hindered by both factors within and outside the school. An external factor such curriculum changes and paper overload by the DOE was a factor that hindered the teacher leadership roles at the school. The teacher leaders were frustrated by the curriculum changes and paperwork which impeded their teacher leadership roles at the school. Similarly a lack of time was also a significant factor that hindered the enactment of teacher leadership at the school. Due to the teacher leaders not being remunerated for leadership roles beyond the classroom also hindered the enactment of teacher leadership at the school. The enactment of teacher leadership was also impeded by the micro-politics at the school in terms of educators not supporting initiatives of the three teacher leaders. Learner's poor discipline in both co and extra curricular initiatives led by the three teacher leaders was also a factor that hindered their leadership roles at the school. My data revealed that one of the major factors that hindered teacher leadership at the school was the autocratic control of the principal and hierarchical structures that existed at the school. The autocratic leadership practises of the principal and bureaucracy stifled teacher leadership at the school.

CHAPTER FIVE

CONCLUSION

5.1 INTRODUCTION

To remind the reader, the focus of my research was to illuminate the enactment of leadership by three teacher leaders in a semi-urban secondary school in KwaZulu-Natal and to identify the factors that either hindered or enhanced this enactment. In order to answer these two research questions, I adopted a case study approach and, due to convenience, I chose to conduct the study at my present school. Methodologically the data gathering process began with direct observations, as well as a survey with post level one teachers and the SMT. This was followed by individual teacher leader interviews, a focus group interview with the three teacher leaders and a guided self-reflective journal writing process by my three teacher leaders. On completion of the data gathering process, I analysed the leadership roles enacted by the three teachers using thematic content analysis and Grant's (2008) zones and roles model of teacher leadership. I interpreted the data through the theoretical lens of Spillane's (2006, p. 12) 'group plus' practice' of leadership and Gunter's (2005) characterisations of distributive leadership. Consequently, in this closing chapter, I highlight some the common themes that emerged as a result of the enactment of leadership by the three teacher leaders within the case study school context. In addition, stemming from the main findings in this study, recommendations are also be made for the promotion of distributed and teacher leadership within schools of a similar context. Thereafter, I reflect on the methodology that I adopted for my study and review the virtues of the case study methodology, the group research project and the analytical tool that I adopted in the study. Finally, the limitations of this study are discussed, followed by possible areas for further research and I end the chapter with a few concluding thoughts of my study.

5.2 SUMMARY OF FINDINGS

5.2.1 Holistic Enactment of Teacher Leadership

One of the major findings in this research study suggests that the teacher leaders who did not hold formal management positions within the school's organization structure, enacted leadership roles across all four zones of Grants Zones and Roles Model of teacher leadership (Appendix 5). All three teachers, while they were leaders in their classrooms, also transcended the boundaries of the classroom and took up leadership initiatives for greater school improvement. This means that they extended their leadership roles beyond the

classroom and dismissed Hoyle's (1980) and Broadfoot's (1988) reference of a teacher leader as a "restricted professional" whose thinking and practise is narrowly classroom based. The three teacher leaders shared commonality in their perceptions of teacher leaders working beyond the classroom, which largely influenced their enactment of teacher leadership at the school: *"Not only are they experts in the classroom but they initiate and lead projects outside the classroom. They are willing to go the extra mile. They keep up with the current trends and developments, have a willingness to share their knowledge, offer their guidance and strategies to the staff"* (N, J, p.10). As such, the holistic enactment of teacher leadership was visible at the school. In other words, these teacher leaders were expert classroom practitioners who extended their leadership roles outside the confines of the classroom. All three-teacher leaders in the study aligned themselves with Katzenmeyer and Moller's (2001) definition of teacher leadership, which detracts from the commonly held view that the only way for a teacher to become a leader is to leave the classroom. For Katzenmeyer and Moller (2001) teacher leaders can continue their core business of teaching and being expert teacher leaders in the classroom and still take on leadership roles beyond the classroom.

Furthermore, my study highlighted that teacher leadership does not operate in a vacuum but it requires those in formal management positions to create opportunities for teachers to lead by distributing leadership and it also requires a collaborative culture created for teacher leadership to develop. When the SMT creates a trusting, collaborative culture and strives to promote leadership opportunities, teacher leadership becomes visible thereby illuminating the 'holistic' enactment of teacher leadership beyond the classroom. In my study, my three teacher leaders used the conducive teacher leadership environment that prevailed in school to cultivate their leadership ability across all of the zones of teacher leadership. The enactment of teacher leadership was similar to Spillane's (2000) view of distributed leadership which is not about leadership roles and functions but about the interactions of leaders, followers and their situation. Likewise, for me the enactment of teacher leadership in my study was similar to Grants' understanding of teacher leadership in a South African context as "a form of leadership beyond headship or formal position. It refers to teachers becoming aware of and taking up informal leadership roles both in the classroom and beyond" (2006, p. 516). The view of leadership that prevailed at the school is in direct contrast to leadership being regarded as 'headship' (Grant, 2008) or associated with those in formal management positions which researchers have found is the dominant perspective in many South African schools (see for example Grant, 2006; Singh, 2007).

5.2.2. Authorized distributed leadership an avenue for teacher leadership

My study revealed that all three teacher leaders were delegated leadership roles by the SMT, for example, as subject head and grade controller. This indicates to me, that formal leadership responsibilities in the school were not the confined of those in formal management positions at the school. According to Gunter, “authorized distributed leadership which is synonymous with delegated distributed leadership, operates within a hierarchical organization where the head distributes work to others. This type of work is generally regarded as legitimate as it is delegated by someone in authority and because it gives status to the person who takes on the work” (2005, p.52). My data revealed that in two instances the principal delegated leadership tasks to the teacher leaders and on one occasion, the HOD delegated a leadership task which, I argue, is aligned to Gunter’s (2005) characterization of authorized distributed leadership. Similarly, Muijs and Harris (2005, p.28) claim that “distributed leadership concentrates on engaging expertise where it exists in an organization rather than seeking this only through formal positions or roles”. Within the distributed leadership framework, leadership roles are spread across a web of people working towards a common vision or around a common problem. I argue that when the three teachers were delegated their leadership roles as subject heads, their responsibilities were associated with working towards a common goal of mentoring teachers and developing improved learner outcomes. In delegating leadership tasks to the three teacher leaders, the SMT team aligned themselves within a framework of distributed leadership which enhanced the enactment of teacher leadership across all four zones of teacher leadership.

As a result of being delegated both formal and informal leadership roles, all three teacher leaders felt that their leadership roles were legitimate in the school and thus experienced great satisfaction in executing their leadership responsibilities. The three teacher leaders acknowledged that executing authorized teacher leadership initiatives were much easier as compared to the emergent teacher leadership initiatives. This seems to suggest that delegated teacher leadership has its place in a school and should not be under-valued. To remind the reader, the three teacher leaders all agreed that when leadership roles were delegated by the principal or the SMT, they were accompanied by support and legitimacy and they got greater co-operation from educators as a result. The quotes below confirm that the teacher leaders preferred authorized leadership roles because of its legitimacy. *“In terms of progress and getting work done I prefer authorized leadership roles because then you do not get objections and queries from educators. They know that what you are doing is a requirement and they*

are forced to work with you as a result of that” (M, I.I, p.3). The above discussion illustrates that authorized distributed leadership practices in the case study school fostered teacher leadership.

For me the study also revealed that those in formal management positions in the case study school were aware of the benefits of distributing leadership and teacher leadership although authorized distributed practices was the norm. The SMT fostered teacher leadership at the school, which is commendable in the view of the fact that South Africa is a fledgling democracy in which the notion of teacher leadership is relatively new. I argue that this finding differs from that of Singh (2007) who found in her study that leadership functions, which in actual fact were management tasks, were mostly delegated to teachers and perceived as “passing the buck” (Singh, 2007, p.67). In contrast, my study illuminates ‘authorized’ distributed leadership as an enhancing factor, which promoted teacher leadership and made it visible in the case study school. The findings from the study are similar to the findings of the study by Muijs and Harris. Their “developed teacher leadership” case study (2007, p.116) revealed that teachers had taken on the challenge by leading in a variety of leadership initiatives at the school. Their data of teacher leadership in action revealed that the commitment to teacher leadership manifested itself in the importance of the senior managers at the school (Muijs and Harris, 2007). They described how “the head teacher has deliberately orchestrated a set of opportunities for teachers to lead and has provided the moral support to encourage teachers to take risks” (Muijs and Harris, 2007, p.118). Similarly, my data suggests that the SMT contributed to teacher leadership enactment within the case study school context.

Moreover, my study revealed that the leadership roles that were delegated to these three teacher leaders were formal leadership roles e.g. their roles as subject heads and Mark’s and Mary’s roles as grade controllers. For me the responsibilities attached to these roles are usually associated with the work of the SMT and are therefore formal in nature. This can be attributed to our present day schooling system, which associates certain formal responsibilities to the SMT and, as such, the SMT uses its authority to delegate formal teacher leadership responsibilities to teacher leaders. For me the three teacher leaders responsibilities in these formal leadership roles were not emergent and therefore the path for them to formal teacher leadership roles at the school was through delegation by SMT. As such, I argue Gunter’s ‘authorised’ distributed framework can work as a means to inspire

teacher leaders to initiate leadership in other areas and hence teacher leadership becomes emergent and visible at schools.

In addition, my study revealed that although the three teacher leaders were delegated to perform formal leadership responsibilities at the school, their leadership autonomy was restricted as they had to abide by the SMT's instructions. My three- teacher leader's restricted enactment in these formal leadership roles is similar to Gunter's (2005) reference of authorized distributed leadership being devoid of autonomy. Nevertheless, I believe that the formal delegated leadership roles at the school, in spite of its restricted nature, impacted positively on the holistic enactment of teacher leadership across all four zones of the model. I argue that authorized teacher leadership roles with or without autonomy is beneficial in South African schools because this leadership practice leads to emergent leadership roles for post level one educators which is beneficial for school improvement and improved learner outcomes.

5.2.3. Dispersed distributed leadership

My data further revealed that dispersed distributed leadership practices cultivated itself at the school as a result of the enactment of teacher leadership in authorized distributed leadership roles. Mark's role as the sports co-ordinator, Brenda's and Nancy's role as house-mistress were emergent leadership roles that they initiated in the interest of school and improved learner outcomes. These emergent leadership roles are examples of teacher leadership roles that are aligned to dispersed distributed leadership which is "more autonomous, bottom up and emergent. This type of leadership acknowledges skills and expertise of others in an organization" Gunter (2005, p.54). Dispersed distributed leadership roles, unlike delegated leadership roles, are emergent roles that are associated with the incumbent's expertise and enterprise. In these roles, the incumbents are passionate of success because the leadership initiatives are close to their 'hearts': "*Now, I will tell you that anything that comes from the heart is true and pure so I like to initiate leadership roles for example being the sports co-ordinator*" (M, I.I, p. 6). I argue that because of my three teacher leaders' expertise and confidence in their leadership initiatives in zone one, their emergent leadership roles in the other zones were fostered. Because of this dispersed distributed practice at the school, I believe that the tasks and responsibilities of leading was in the hands of all teachers in spite of formal structures existing at the school. For me the enactment of teacher leadership at the case study school was an good example Spillanes'(2006) 'leaders-plus aspect' of distributed

leadership since the leader-follower interaction tended to change across the various zones of the model. This for me implies a different power relationship within the school where the distinctions between leader and follower diminish for greater school improvement. I am therefore persuaded that distributed practices “makes a positive difference to organisational outcomes and student learning” (Harris and Spillane, 2008, p.32). The above discussion contained a summary of the findings of my study, in the next part of the chapter I propose a few recommendations to enhance the enactment of teacher leadership at schools.

5. 3. RECOMMENDATIONS FOR THE PROMOTION OF TEACHER LEADERSHIP AT SCHOOLS

In this section, I propose a few recommendations based on the findings of my study to promote teacher leadership at schools. One of the most informative findings in my study was that a collaborative school culture enhanced teacher leadership at the school. All three teacher leaders felt that the collaborative school culture positively encouraged teamwork in the form of appreciation and support from the SMT and colleagues allowed them to function effectively in their leadership roles at the school. The collaborative culture within the school encouraged the three teacher leaders to work towards a shared vision in the school, which enhanced their leadership roles. Thus, in attaining successful enactment of teacher leadership, support must be given to teachers in their leadership initiatives. Therefore, I recommend that SMT’s must foster a collaborative school culture by providing opportunities for all teachers to work together in leadership initiatives where the leader-follower dualism is diminished in favour of appreciation and support for multiple leaders.

Besides collaboration, all three-teacher leaders cited trust as a factor that also enhanced their teacher leadership roles at the school. The SMT and educators trusting their leadership skills and expertise increased their confidence and as a result, they were prepared to take on leadership roles beyond the classroom at the school. For the three teacher leaders the degree of trust that existed between themselves and fellow colleagues was vital for the success of any leadership initiatives at the school. Likewise, for Harris and Muijs (2003) teacher leadership is enhanced when the school promotes collaboration and shared decision making within a culture of trust, support and enquiry. However, “there are a large number of schools where this has been more difficult to achieve because of structural or professional barriers” (Harris and Muijs, 2003, p.24). The above findings reveals that collaboration, support and trust is an enhancing factor for teacher leadership. Therefore, I argue that teacher leaders

should not be viewed as a threat to the hierarchy in the schools but the SMT's should encourage collaboration since trust is more likely to develop in collaborative cultures rather than in 'fragmented individualism' cultures (Hargreaves, 1993) which promote teacher leadership.

In addition to collaboration and trust, expertise in subject matter enhanced teacher leadership and made it visible at the school. The three-teacher leaders were quite knowledgeable in their subjects, which held them in good stead to be appointed subject heads, which allowed them to play an active role in leadership roles outside the classroom. As such, I recommend that school leaders and managers need to provide adequate opportunities to develop subject expertise of teachers since subject expertise leads to leadership roles beyond the classroom. In order to develop subject expertise it is the responsibility of SMT's to organise mentoring programmes for teachers in the various subjects as well as providing external support in the development of subject expertise. This could be in the form of sending teachers to subject workshops and professional development clinics.

Besides subject expertise, the rich supply of teaching resources at the school enhanced teacher leadership roles. The rich available resources allowed the teacher leaders more time to lead as they were not frustrated with developing resource material and administration work. Therefore, I argue that an adequate range of learner teacher support material is vital for the successful enactment of teacher leadership at schools. Whilst these two enhancing factors are very much context specific, I believe that all schools can develop subject expertise of teachers and provide adequate resources through networking with schools, DOE educational directorates and higher learning institutions in order to enhance the enactment of teacher leadership at their schools. Whilst the above discussion illuminates some of the recommendations on how to sustain or promote teacher leadership at schools based on my research findings, my study did reveal some factors that hindered the enactment of teacher leadership at the school. In my following discussion, I highlight a few of the factors that hindered visible enactment of teacher leadership at my case study school together with recommendations of overcoming these barriers in promoting successful teacher leadership enactment at schools.

One of the major factors that hindered teacher leadership at the school was limited time. Therefore, the task of school leaders and managers is to free up teachers from their daily

classroom practices so that they have sufficient time to take on leadership roles beyond the classroom. This could be in the form of rearranging the school time-table to free up teachers willing to take on leadership roles beyond the classroom and getting the assistance of volunteers to assist in relief classes so that teachers have more time to collaborate and successfully lead initiatives at the school. Furthermore, I recommend that school management teams avoid authorizing a selected few teachers to lead because a lack of time would inhibit the enactment of teacher leadership. Rather the SMT should distribute leadership roles across all teachers in the organization and in this way, there is even distribution of leadership roles in the available time at schools. In addition, the schools' year planner must be drawn up with all educators thereby ensuring that there is an adequate spread of school activities so that teachers are not frustrated with a lack of time to lead in school related activities. In other words, the task of the formal leaders in the school should be one of creating time for teachers to lead.

In addition, the study revealed that teachers themselves hindered the enactment of teacher leadership. The teachers at times were reluctant to lead because of resistance from other teachers and a general lack of interest and support in their leadership roles from colleagues. I argue that the task of school stakeholders especially School management teams is one of empowering teachers of the benefits of teacher leadership and the importance of supporting and appreciating the work of fellow teacher leaders. In this way, all teachers would learn to appreciate the work of their fellow teacher leaders as authentic school improvement initiatives. In addition, a lack of remuneration in leadership roles also hindered the enactment of teacher leadership at the school. Similarly (Muijs and Harris, 2007) argues that teacher leaders wanting some additional salary incentives is a barrier for successful teacher leadership enactment at schools. I argue that teacher leaders being remunerated for their leadership roles is a challenge for most schools due to budget constraints. As such, I recommend that school stakeholders offer teacher leaders other incentives to counteract the lack of remuneration. This could include reduction of teaching workload and administration duties. In addition, SMT's must praise and recognize the work done by teacher leaders and in doing so they would improve teacher leaders self esteem and confidence.

Finally, due to teacher leadership being in its infancy stage in South Africa and the majority of the teachers not being knowledgeable of the notion of teacher leadership. I recommend based on the premise that leadership practice can be learnt (Katzenmeyer and Moller, 2001)

that Teacher Leadership discourse be incorporated into teacher training programmes at tertiary institutions, (for example, the Advance Certificate in Education and the Post Graduate Certificate in Education courses). In addition, I recommend that the DoE promote teacher leadership workshops with all teachers thereby empowering both SMT's and post level one teachers of the benefits of teacher leadership and the ways of fostering successful teacher leadership enactment at schools.

The above discussion highlights some of the factors that hindered the enactment of teacher leadership at the case study school together with a few recommendations of eradicating or limiting these factors in an effort to promote visible enactment of teacher leadership at schools. For me these barriers are general barriers that are prevalent in most schools, but I argue that these barriers were nullified by the enhancing factors in the case study school since teacher leadership was quite visible at the school. Therefore, the challenge of school stakeholders is to build on the enhancing factors of teacher leadership at their schools so that they far outweigh the factors that inhibit successful teacher leadership enactment. In the next part of my discussion, I reflect on the case study methodology, the group research project and limitations of my study.

5.4. REFLECTIONS ON THE RESEARCH PROCESS

5.4.1. Case study methodology

Since my research study was to describe how teacher leadership was enacted and what factors enhanced or hindered teacher leadership in a particular school context, I believe case study research was the most appropriate research method to employ because teacher leadership is an organizational phenomenon and largely influenced by its context (Smylie 1995). Since case study research warrants observing a phenomena in a real life context (Cohen *et al*, 2007), I was able to be present in the research context to capture the lived experiences of my three teacher leaders in their enactment of teacher leadership. As such, the case study approach allowed me the opportunity to be situated at the school over a prolonged period to observe the three teacher leaders portraying teacher leadership and examine the context of the school in promoting or hindering its enactment. Similarly, the case study approach allowed me to capture the authentic enactment of teacher leadership through observation, interviews, journal writing, questionnaires and document analysis. I believe that, although a novice researcher, I used the multi-method approach to capture a rich description of the enactment of teacher leadership in the case study school and, as such, researcher subjectivity and biasness

in collecting and interpreting data was limited. In addition, I believe that the case study methodology complimented the purpose of my research because the data collected gave me a rich description of the enactment of teacher leadership and illuminated the factors that either promoted or hindered this enactment. In other words, there was ‘fitness for purpose’ (Cohen *et al*, 2007) which increased the validity and trustworthiness of my study.

5.4.2. Group Research Project and Analytical Model

A notable benefit of working in a group research project was that we as a collaborative team were able to develop our research questions quite early during our elective module of Teacher leadership in the course work component of the degree. As a result, we were able to focus our attention on adopting the appropriate methodology to answer our research questions and develop our literature review very early into our study. In addition, through the combined efforts of all group members, we developed seven data collection tools, which allowed us to get a rich description of the enactment of teacher leadership. I believe that working on my own to develop seven data collection tools would have been a daunting task, therefore I found the group research project beneficial. Similarly, I felt that by developing a variety of data collection tools reduced researcher subjectivity and increased the validity of my own study. In addition, being a novice researcher I found that being part of a group research project quite enlightening and helpful. Throughout our study, we supported and constantly motivated each other in terms of meeting the timeframes of the research. At the group contact sessions, we collaborated on the challenges we experienced in conducting our research and successfully came up with solutions to our problems. Thus, I did not feel alone and isolated in overcoming my challenges and shortcomings whilst conducting my study since I knew that support and encouragement was only a phone call away. Furthermore, I believe that this research project, through the combined efforts of all researchers, would extend the existing research on the enactment of teacher leadership in South African context because each study was unique to its individual case study context.

In terms of reflecting on the data analysis process, I believe the teacher leadership model was a valuable and trustworthy analytical tool. Being a novice researcher, I found the analytical model user friendly, which made the data analysis process less intimidating and daunting. As a result of being user friendly, all the leadership roles that were portrayed by three-teacher leaders in my study were easily positioned somewhere on the model to depict the various zones of teacher leadership enactment. As such, I believe that the analytical model

represented an adequate tool to identify the enactment of teacher leadership across a spectrum of leadership roles in and beyond the classroom into the community.

5.5. LIMITATIONS OF THE STUDY

The limitations in terms of my theoretical framework that I adopted in my study were noted in Chapter Two (*Literature Review*) and the limitations of my various data collection tools were discussed in Chapter Three (*Research Methodology*). Nonetheless, in this paragraph I illuminate the notable limitations of my whole research study. At the outset, an important limitation of my study was the small sample size and the limited nature of adopting a case study approach, which hindered making generalizations from my findings. However, the purpose of my study was not to make generalizations but to examine the enactment of teacher leadership and shed light on the factors that either promoted or hindered this enactment in a specific school context. As such, I believe that this limitation lends no significant weight to hamper the creditability of my study. Furthermore, the findings of my study confirm the findings of other international and local empirical studies on teacher leadership, which indicates to me that the findings are in line with research in schools of similar contexts. In addition, as I conducted my study at my present school where I am the deputy principal, a further limitation of my study was that some educators used the qualitative responses in the teacher questionnaire to direct certain shortcomings of the SMT rather than report on the practice of teacher leadership. In addition, certain educators failed to respond to the teacher leader questionnaire due to ill feelings because of ‘professional practices’ and the micro-politics of the school. However, I believe that triangulation of data and a 90% response rate of the teacher leader questionnaire eradicated this limitation and made the findings of my research study valid.

5.6. RECOMMENDATIONS FOR FURTHER RESEARCH

My study revealed that the enactment of teacher leadership was clearly visible at my case study school, which is laudable seeing that leadership is normally associated with those in formal management positions. But, since my study revealed that the holistic enactment of teacher leadership at the school was fostered through Gunter’s characterization of “authorized” distributed leadership practices, a few concerns have come up that need further research. Considering the role the SMT played in promoting teacher leadership at the school, I believe that more research needs to be done in advancing the impact of SMT practices on teacher leadership in South African schools. As such, an important avenue for further

research would be to document the enactment of those in formal management positions in promoting or hindering teacher leadership in schools. In doing so, we could build up on the knowledge of formal leadership practices that influences the enactment of teacher leadership in South African schools.

Secondly, due to my study highlighting that the rich supply of learning and teaching resource material enhanced the enactment of teacher leadership across the four zones of the model. I recommend that comparative case studies be conducted across both richly resource schools and poorly resource schools to determine the extent of teacher leadership enactment across the four zones of the model. The findings would consequently illuminate the impact of the context in terms of resources of a school in fostering or impeding the holistic enactment of teacher leadership at schools.

5.7. CONCLUSION

My small-scale case study revealed that, although teacher leadership enactment is its infancy stage in South African schools, a holistic enactment of teacher leadership took place both within and beyond the classroom into the community at my case study school. This holistic enactment did not merely happen by chance but the variables such as collaboration, teacher leadership skills, 'authorised' distributed leadership practices, subject expertise and availability of teaching resources contributed to the visible enactment of teacher leadership at the school. Consequently, the context of the school positively influenced the visible enactment of teacher leadership at the school. Recently various authors have written on the benefits of teacher leadership for whole school development and school improvement and, as such, the task of school stakeholders must be one of creating a school context that fosters teacher leadership. Like Katzenmeyer and Moller, I believe that "within every school there is a sleeping giant of teacher leadership, which can be a strong catalyst for making change" and bringing about improved learner outcomes (2001, p.3). In line with this thinking, I believe that, as a deputy principal, it is my responsibility to invite teachers to lead in the school and develop the necessary culture. My work now is to look for avenues where I can foster teacher leadership roles by offering guidance and support to teacher leaders because I am now, having completed the research, aware of the potential and potency of teacher leaders in bringing about improved educational practices in schools.

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APPENDIX 1
TEACHER LEADERSHIP IN ACTION 2008 - 2009
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 2005 _____ 2006 _____ 2007 _____ 2008 _____
- Classrooms: Block ___ Bricks ___ Prefab ___ Mud ___ Other _____
- Does the school have the following:

List	Yes (Describe)	No
○ Library	○	○
○ Laboratory	○	○
○ Sports facilities	○	○
○ 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 1994.

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.

- 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 eg. Minute books and attendance registers?

APPENDIX 2

TEACHER LEADERSHIP IN ACTION 2008 - 2009

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 an educator.⁴

⁴ The word 'educator' refers to a post level 1 educator

A. BIOGRAPHICAL INFORMATION

1. Gender

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

2. Age

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

3. Your formal qualification is:

Below M+3		M+3		M+4		M+5 and above	
-----------	--	-----	--	-----	--	---------------	--

4. Nature of employment

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

5. Employer

State		SGB	
-------	--	-----	--

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 ⁵ 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.				

D. Teacher Leadership: Open-ended questions

1. What is your understanding of teacher leadership? Please explain.

2. Have you ever been involved in leading in any school related activity, which is outside your classroom? If so, please give examples of your teacher leadership.

3. In your opinion what hinders the development of teacher leadership in the context of your school? Please discuss.

4. In your opinion what are the benefits to teacher leadership in the context of your school? Please discuss.

Thank you for your time and effort!

APPENDIX 3

TEACHER LEADERSHIP IN ACTION 2008 - 2009

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:

Below M+3	M+3	M+4	M+5 and above
-----------	-----	-----	---------------

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	Secondary	Combined
---------	-----------	----------

10. School Fees

No Fees	R1-R500	R501-R1000	R1001-R5000	R5001+
---------	---------	------------	-------------	--------

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 ⁶ 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.					

D. Teacher Leadership: Open-ended questions

1. What is your understanding of teacher leadership? Please explain.

2. Have you ever encouraged educators in leading in any school related activity, which is outside their classrooms? If so, please give example

3. In your opinion what hinders the development of teacher leadership in the context of your school? Please discuss.

5. In your opinion what promotes the development of teacher leadership in the context of your school? Please discuss.

Thank you for your time and effort!

APPENDIX 4

TEACHER LEADERSHIP IN ACTION 2008 – 2009

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 to demonstrate respect and concern for others. Is polite yet primarily focuses on own needs.	Exhibits respectful attitude towards others in most situations, usually privately. Can be disrespectful in public debate. Gives little feedback to others.	Consistently shows respect and concern for all members of the school community. Validates and respects qualities in and opinions of others.	Encourages & supports others in 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	Attends staff	Possesses current	Works with others to

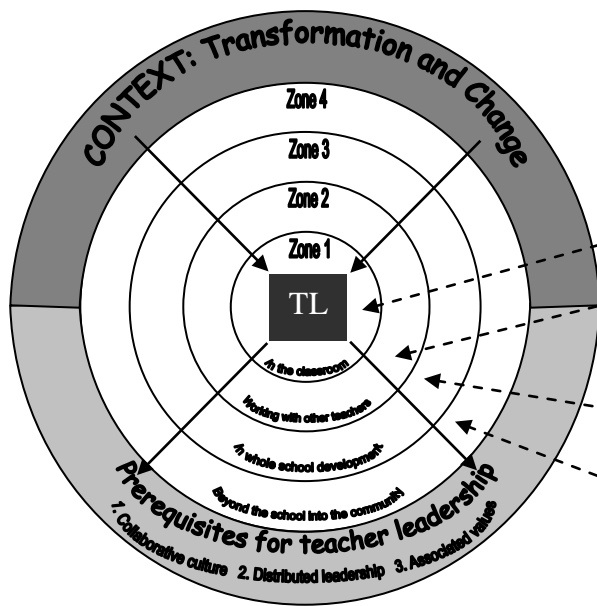
seek information or new professional knowledge which challenges current practices. Shares knowledge with others only when requested.	development activities planned by the school or district. Occasionally shares knowledge during informal & formal gatherings. Does not seek knowledge that challenges status quo.	knowledge and information about teaching and learning. Actively seeks to use that understanding to alter teaching practices. Studies own practice.	construct knowledge through multiple forms of enquiry, action research, 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, e.g. students, parents; or blames self. Uncertain regarding the specifics of one's own involvement.	Interprets problems from own perspective. Plays the role of observer and critic, not accepting responsibility for emerging issues and dilemmas. Considers most problems to be a function of poor management.	Acknowledges that problems involve all members of the community. Actively seeks to define problems and proposes resolutions or approaches which address the situation. Finding blame is not relevant.	Engages colleagues in identifying and acknowledging 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	Questions status quo;	Shows enthusiasm and	Initiates action towards

profile during school change, basically uninvolved in group processes. Attempts to comply with changes. Expects compliance from others.	suggests that others need to change in order to improve it. Selects those changes which reflect personal philosophies. Opposes or ignores practices which require a school-wide focus.	involvement in school change. Leads by example. Explores possibilities and implements changes for both personal and professional development.	innovative change; motivates, draws others into action for school & district improvements. 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 accounting, grade reports). Does not offer to serve as master teacher.	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 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 5.1

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

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



TEACHER LEADERSHIP

**First level of analysis:
Four Zones**

**Second level of analysis:
Six Roles**

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
Three Outside the classroom in whole school development	Four: Participating in performance evaluation of teachers Five: Organising and leading peer reviews of school practice
Four Between neighbouring schools in the community	Six: Participating in school level decision-making Two: Providing curriculum development knowledge Three: Leading in-service education and assisting other teachers

APPENDIX 5.2

ANALYTICAL FRAMEWORK FOR TEACHER LEADERSHIP

Zones	Roles	Indicators
1.	1. Continuing to teach and improve one's own teaching in the classroom	<ol style="list-style-type: none"> 1. centrality of expert practice (including appropriate teaching and assessment strategies and expert knowledge) 2. keep abreast of new developments (attendance at workshops & further study) for own professional development 3. design of learning activities and improvisation/appropriate use of resources 4. processes of record keeping and reflective practice 5. engagement in classroom action research 6. maintain effective classroom discipline and meaningful relationship with learners (evidence of pastoral care role) 7. take initiative and engage in autonomous decision-making to make change happen in classroom to benefit of learners
2.	2. Providing curriculum development knowledge (in own school)	<ol style="list-style-type: none"> 1. joint curriculum development (core and extra/co curricular) 2. team teaching 3. take initiative in subject committee meetings 4. work to contextualise curriculum for own particular school 5. attend DOE curriculum workshops and take new learning, with critique, back to school staff 6. extra/co curricular coordination (e.g. sports, cultural activities etc)
2.	3. Leading in-service education and assisting other teachers (in own school)	<ol style="list-style-type: none"> 1. forge close relationships and build rapport with individual teachers through which mutual learning takes place 2. staff development initiatives 3. peer coaching 4. mentoring role of teacher leaders (including induction) 5. building skills and confidence in others 6. work with integrity, trust and transparency
2.	4. Participating in performance evaluation of teachers (in own school)	<ol style="list-style-type: none"> 1. engage in IQMS activities such as peer assessment (involvement in development support groups) 2. informal peer assessment activities 3. moderation of assessment tasks 4. reflections on core and co/extra curricular activities
3.	5. Organising and leading peer reviews of school practice (in own school)	<ol style="list-style-type: none"> 1. organisational diagnosis (Audit – SWOT) and dealing with the change process (School Development Planning) 2. whole school evaluation processes 3. school based action research 4. mediating role (informal mediation as well as union representation) 5. school practices including fundraising, policy development, staff development, professional development initiatives etc)
3.	6. Participating in school level decision-making (in own school)	<ol style="list-style-type: none"> 1. awareness of and non-partisan to micropolitics of school (work with integrity, trust and transparency) 2. participative leadership where all teachers feel part of the change or development and have a sense of ownership 3. problem identification and resolution 4. conflict resolution and communication skills 5. school-based planning and decision-making
4.	2. Providing curriculum development knowledge(across schools into community)	<ol style="list-style-type: none"> 1. joint curriculum development (core and extra/co curricular) 2. liaise with and empower parents about curriculum issues (parent meetings, visits, communication – written or verbal) 3. liaise with and empower the SGB about curriculum issues (SGB meetings, workshops, training –influencing of agendas) 4. networking at circuit/district/regional/provincial level through committee or cluster meeting involvement
4.	3. Leading in-service education and assisting other teachers (across schools into community)	<ol style="list-style-type: none"> 1. forge close relationships and build rapport with individual teachers through which mutual learning takes place 2. staff development initiatives 3. peer coaching 4. mentoring role of teacher leaders (including induction) 5. building skills and confidence in others 6. work with integrity, trust and transparency

APPENDIX 6
TEACHER LEADERSHIP IN ACTION: 2008 – 2009
TEACHER LEADER JOURNAL ENTRIES

Journal Entry 1 (Week 3 October 2008)

Please would you fill in this information in your journal and bring to the focus group interview next week. 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 (1st half of November 2008)

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 (2nd half of November 2008)

Think about the forth 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 from your SMT? What was the response from the teachers?
3. How did being a teacher leader in these situations make you feel?

Journal Entry 4 (1st half of February 2009)

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 (2nd half of February 2009)

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 your SMT? What was the response from the teachers?
3. How did being a teacher leader in these situations make you feel?

Journal Entry 6 (1st half of March 2009)

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 (2nd half of March 2009)

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 7

TEACHER LEADERSHIP IN ACTION: 2008 - 2009

FOCUS GROUP INTERVIEW

1. What does the word leadership mean to you?
2. What do you understand by the term teacher leadership?
3. Who do you regard as a teacher leader in terms of positions in the school?
4. So you are saying that a teacher leader is a person who has expertise?
5. Now when you think about yourself as a teacher leader what emotions are conjured up. How do you feel about it, that I have identified you as a teacher leader in this school?
6. What do you suspect are the causes of these emotions?
7. Think about teacher leadership in a perfect school. What would teacher leaders be able to achieve?
8. What roles would a teacher leader take on in a perfect school where all factors promote teacher leadership?
9. So you are saying you can also get support from other teachers in the perfect school because there are teacher leaders around?
10. What factors in this school hinder teacher leadership?
11. What factors in this school hinder teacher leadership?
12. Can the barriers be overcome looking at the culture and structure of the school?
13. According to the dept of education all teachers must be teacher leaders, is this happening in our school, in terms of being an expert in terms of curriculum, leading outside the classroom, pastoral role etc?

APPENDIX 8.1

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

INDIVIDUAL TEACHER LEADERSHIP INTERVIEW: BRENDA

1. What do you as an educator understand by the term teacher leader?
2. List some of the personal attributes that make you a teacher leader?
3. Can you list some examples where you have taken on teacher leadership roles in the school?
4. Why were you given these formal leadership roles at the school?
5. What were your duties as the subject head entail?
6. Did you experience any difficulties when you were delegated these leadership tasks?
7. How did your leadership impact on others?
8. Can you mention other barriers to teacher leadership?
9. What was the response from the SMT with regards to you taking on leadership roles?
10. When you took on these leadership roles, was it something that you initiated or was it delegated
11. When you talk about a teacher leader, do you feel that a teacher leader has to be a person who has to be an expert in the field or only lead in the classroom or within the school context.
12. Why were you elected as TLO and prefect mistress at the school?
13. Do you think the SMT are a barrier or do they promote leadership opportunities?
14. Does the school micro-politics also affect you taking up leadership roles?

APPENDIX 8.2

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

INDIVIDUAL TEACHER LEADERSHIP INTERVIEW: NANCY

1. What do you understand by the term teacher leader?
2. What are the personal attributes of a teacher leader?
3. What leadership roles have you taken on the school?
4. Was this leadership roles delegated to you or did you initiate them?
5. Why do you think you were delegated or nominated to do certain duties?
6. Did you find any difference when the leadership roles were delegated from the ones you initiated?
7. How did people react to you in terms of the authorized leadership position?

What factors promote or hinder teacher leader at this school?
8. So you are saying that the head in the school is the one who hinders teacher leadership within the school.
9. Does the school management team also hinder or does the structures in the school allow for teacher leadership to prevail? Give me an example.
10. Did you take on any leadership roles outside the school?
11. When you took on these leadership roles how did it improve you as an educator?
12. So you are saying that these leadership roles developed you. As a female did this act as a barrier to you taking on leadership roles within the school?
13. Were they scared to give you leadership roles, because you area female?

APPENDIX 8.3

TEACHER LEADERSHIP IN ACTION: 2008 – 2009

INDIVIDUAL TEACHER LEADERSHIP INTERVIEW: MARK

1. What are the personal attributes of a teacher leader?
2. What teacher leadership roles have you taken at this school?
3. So we can say that one of the roles you have taken as a subject head is providing support to other educators?
4. Did you experience any challenges in the formal leadership roles that you were delegated? How did educators respond to you?
5. What other leadership roles have you taken outside the classroom?
6. With regards to the leadership roles, you have taken within the school, was it authorized by the SMT?
7. You are saying that these leadership roles you have taken on did you have initiated it?
8. What do you prefer initiated teacher leadership roles or authorized teacher leadership roles?
9. What are the factors that promote teacher leadership at this school?
10. Can I say that the SMT allows for this teacher leadership?
11. What are the factors in this school hinder teacher leadership?
12. So you are stating that in this school that there are more factors promoting teacher leadership than actually hindering it?

APPENDIX 9

**6 Corner Barn
Durban Street
Greytown
3250**

DATE.....

The Principal
.....
.....

Dear Sir

I am currently a first year **Masters in Education (ELM)** student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a group research study on teacher’s perceptions and experiences regarding teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard I have chosen your school because I believe that your teachers have the potential and can provide valuable insight in extending 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. They will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. However, participants will be asked to complete a consent form. In the interest of the participants, feedback will be given to them during and at the end of the study.

My supervisor is Ms. C. Grant who can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development). My contact number is 0334132452. You may contact my supervisor or myself should you have any queries or questions you would like answered.

Yours faithfully

Mr J. Moonsamy

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

I,principal ofhereby confirm that I understand the contents of this document and the nature of this research project and grant Mr J. Moonsamy permission to conduct research at the school.

PRINCIPAL

DATE

APPENDIX 10

**6 Corner Barn
Durban Street
Greytown
3250**

DATE.....

Dear

LETTER OF INVITATION

I am currently a first year Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a group research study on teachers’ perception and experiences regarding teacher leadership. Teacher leadership is an emerging field of research in South Africa and it needs to be built upon. In this regard, I have chosen you as a suitable candidate as I believe that you have the potential and can provide valuable insight in extending the boundaries of our knowledge on this concept.

Please note that this is not an evaluation of your performance or competence and by no means is it a commission of inquiry! Your identity in this study will be protected in accordance with the code of ethics as stipulated by the University of KwaZulu-Natal.

I acknowledge your autonomy as an educator. You will be free to withdraw from the research at any time without negative or undesirable consequences to yourself. However, you will be asked to complete a consent form. In your interest, feedback will be given to you during and at the end of the study.

My supervisor is Ms C. Grant who can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development). My contact number is 033-4132452.

You may contact my supervisor Or me should you have any queries or questions.

Yours sincerely

Mr J. Moonsamy

.....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 11

6 Corner Barn
Durban Street
Greytown
3250

Dear

I am sending this invitation to you as a teacher who might be interested in participating in a research project about teacher leadership in schools. My name is Mr J. Moonsamy and I am currently a first year Masters in Education student at the University of KwaZulu-Natal, Pietermaritzburg. I am presently engaged in a research study which aims to explore teacher leaders in action in schools. Teacher leadership is an emerging field of research in South Africa and I believe that teacher leadership has a powerful role to play in improving the teaching and learning in our schools. In this regard I have identified you as a successful teacher leader which exhibits strong leadership at various levels within the institution. As such, I would very much like to conduct research into teacher leadership and work closely with you, particularly, to extend the boundaries of our knowledge on this concept.

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

- 1. How is teacher leadership enacted in schools?
- 2. What factors enhance or hinder this ‘enactment’?

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

My supervisor is Ms .C .Grant who can be contacted on 033-2606185 at the Faculty of Education, Room 42A, Pietermaritzburg Campus (School of Education and Development). My contact number is 0334132452. Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours sincerely

Mr J. Moonsamy

-----**DECLARATION**-----

I (full names of participant) hereby confirm that 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 Teacher Leader

Date

.....

.....

APPENDIX 12



RESEARCH OFFICE (GOVAN MBEKI CENTRE)
WESTVILLE CAMPUS
TELEPHONE NO.: 031 – 2603587
EMAIL : ximbap@ukzn.ac.za

28 NOVEMBER 2008

MS. C GRANT (24502)
EDUCATION & DEVELOPMENT

Dear Ms. Grant

ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0755/08

I wish to confirm that ethical clearance has been approved for the following project:

"Teacher leadership in action: Collective case studies"

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

Yours faithfully


.....
MS. PHUMELELE XIMBA