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Restricted teacher leadership: a case study in a township high school
in Port Elizabeth

submitted by

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ABSTRACT

The South African education system prior to 1994 was characterised by hierarchical management structures with top-down communication systems. After 1994, there was a policy call to shift leadership and management practices to more democratic ways of working. These policies required the principals to share their power with teachers, replacing the leader-follower system of leadership. The post-apartheid era in the South African education system marked a turning point where, in policy discourse at least, teachers were seen as leaders, opening the doors for teacher leadership.

The aim of this study was to explore the enactment of teacher leadership in a township secondary school in the province of the Eastern Cape. It also sought to investigate the factors that enhanced or hindered this leadership enactment as teachers operated as leaders in their natural setting. Under the umbrella of distributed leadership as a theoretical framework, the research study was located within the interpretive paradigm and a qualitative case study was adopted. Three teacher leaders at the case study school were my primary participants. Data collection methods included interviews, questionnaires, observations, self-reflective journaling and telephonic conversations.

I used Grant's Model of teacher leadership as my analytical tool. My findings indicated that teacher leadership was enacted in all the zones of teacher leadership but to varying degrees. My teacher leaders enacted leadership in Zone 1 where they showed strong leadership in the classroom. They also enacted leadership in Zone 2 and 4 where they showed leadership in working with other teachers and learners outside the classroom in curricular and extra-curricular activities as well as in other neighbouring schools. However, in Zone 3 the School Management Team (SMT) controlled most of the leadership and management activities. Teacher leaders were not included in decision-making in this zone as the SMT thought that it was their sole duty. Teacher leadership in this school was thus characterised as 'restricted' following the characterisations of teacher leadership by Harris & Muijs (2007). Using Gunter's (2005) categories of distributed leadership, I categorised the case study school as an example of authorised distributed leadership.

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DECLARATION

I Pamela Pumla Fani, declare that the work presented in this document is my own. Any reference that I have used in regards to other people's work has been duly acknowledged.

Signed

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CHAPTER ONE

BACKGROUND AND CONTEXT OF THE STUDY

1.1 Introduction

This study aimed to explore the enactment of teacher leadership and it examined the factors that enhanced or hindered this enactment in a township high school in Port Elizabeth, South Africa. Studies on teacher leadership conducted in South Africa by Chatturgoon (2008) and Singh (2007) illustrate that teacher leadership is an emerging research topic in South Africa which requires further research. The effects of school management, leadership, and educational outcomes have been widely debated in the recent decades. These are to enable the creation and support of conditions under which high quality teaching and learning takes place and which promote the highest possible standards of learner achievement.

The purpose of this first chapter of the thesis is to give an overview of the whole study. This is done by discussing the background and context of the study, in the first place and, in particular, sketch a picture of the leadership terrain in South African schools during the apartheid and post-apartheid eras. Next I discuss the research problem and follow this with the research rationale for the study. Furthermore, I discuss the aim of the research and the key research questions that informed the study. This is followed by a brief overview of the methodology and research design that were used in conducting the study. In conclusion, I give an outline of each of the subsequent chapters. I now move on to discuss the background and context of the study.

1.2 Background and context of the study

The apartheid era in South Africa was characterised by a hierarchical and rigid education system which restricted wider participation of people in education related matters in order to ensure political control by the top echelons of the education departments (African National Congress Education Department, 1994 in Williams, 2011). The authoritative nature of the various education departments was often replicated at schools, where most of the local power was vested in the school principals (Atkinson, Wyatt & Senkhane, 1993 in Williams, 2011). The leadership style of school principals was sometimes rigid and domineering with close and constant control over teachers and school activities (Calitz & Shube, 1992). This situation militated against many South African teachers fulfilling their potential as leaders.

One of the most significant milestones in the post-apartheid era has been the acceptance of a constitution that is based on democracy, equal citizenship and the protection of fundamental human rights and freedom. *The Task Team Report on Education Management Development* (1996) makes a call on schools to review their management practices which were largely dominated by a bureaucratic approach. *The Task Team Report on Education Management Development* (1996) requests schools to “change their bureaucratic type of leadership to a democratic way of leadership where management is seen as an activity in which all members of the educational organisation engage and should not be seen as the task for a few” (South African Department of Education, 1996, p. 27). The new South African educational system has brought to light that change is inevitable, and how principals devolve their power and the stance in which teachers take up leadership in schools is crucial. In view of the changes taking place in South African schools, no one person can manage and enact the required change.

In the South African education system the constitution has found manifestation in a number of new policies, because there was a deep desire to wipe out the traces of the apartheid regime (Sayed & Jansen, 2001 in Gumede 2011, p. 5). The *South African Schools Act* (SASA) of 1996 and the *Norms and Standards for Educators* (2000) are two policies that were developed with the aim to bring about change in the culture and practice in South

African Schools (DoE, 1996). These policies are relevant to my study of teacher leadership as emphasis on school management and leadership is now the responsibility of all members in the education system.

The *South African Schools Act* (1994) is an attempt at policy level to decentralise the power of school governance to enable all stakeholders to be involved democratically in the leading, managing and governing of schools. This Act legislates self-management which is accompanied by an internal devolution of power within the schools. Caldwell and Spinks (1992) define a self-managing school as one where there is significant and consistent decentralisation of authority. This policy framework shift allows for leadership to be distributed and acknowledges that all stakeholders are vital in leading the school towards its goals.

1.3 Educational management and leadership

1.3.1 Teacher management

Davidoff and Lazarus are of the opinion that management is about keeping the school steady and certain through systems and processes (1997 in Mpangase, 2010). According to Louis and Miles, cited in Nene (2010, p. 18) management involves “carrying out plans, getting things done and working effectively with people”. Thus, the management of teaching and learning consists of administration in order to develop conducive circumstances in leading and managing of students and other activities in schools. In addition, management encompasses planning, organising and monitoring which are essential elements in coordinating activities that can help to ensure that school activities are being accomplished as planned. In this process, significant deviations and conflict are eliminated in order to establish an environment for teamwork. Leadership and guidance assists teachers in allowing their targets and goals to provide the necessary direction and support. Gronn (2000) argues that teachers should be involved in decision-making processes which allow them to work collaboratively with their colleagues in improving school practices. In this way, he argues,

changes are more likely to gain momentum. Teacher leadership is the key to moving away from a traditional individual view of leadership (p. 319).

1.3.2 Teacher leadership

In light of the above mentioned, Muijs and Harris (2007) assert that teacher leadership implies leadership by teachers through their formal and informal roles, working together in groups with other people in the community in order to develop the school and improve student performance. Formal leadership roles undertaken by teachers have both management and pedagogical responsibilities. They include head of department, subject coordinator, and key stage coordinator. Informal leadership roles include coaching, leading a new team and setting up section research groups (Muijs & Harris, 2007, p.112). Muijs and Harris (2007) also describe formal teacher leadership as roles associated with title and job description. However, in my study, I elected to work with post level one teachers who were not in any formal management positions. According to Katzenmeyer and Moller (2001), the context where teacher leadership takes place is important as are the relationships within the context. They further argue that social interactions influence teacher leadership more than training, experiences, personal characteristics, abilities and the formal structure within the school (Katzenmeyer & Moller, 2001). Rewards and incentives are essential in leadership enhancement (Muijs & Harris, 2003).

Thus recent research calls for leadership where all teachers are viewed as having capacity to lead and where power is distributed across the whole organisation (Lambert, 2003; Muijs & Harris, 2007). Teacher leadership in the education system has gained momentum in the last decades in South Africa. Its origins can be traced from education reforms of the 1980's in the United States of America, and the United Kingdom (Muijs & Harris, 2007, p. 14). It falls under the category of contemporary theories of leadership that focus on the relationship among individuals within the organisation (York-Barr & Duke, 2004).

Katzenmeyer and Moller (2001, p. 17) explain that “teachers who are leaders lead within and beyond the classroom, identify with and contribute to a community of teachers, learners and leaders and influence others towards improved education practice”. Teacher leadership, as Grant puts it, is “a form of leadership beyond headship or formal position, it refers to teachers becoming aware of and taking leadership roles both in the classroom and beyond. It involves teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust” (Grant, 2006, p. 109).

1.4 Statement of the problem

From my experience as a teacher for 18 years, I reached a conclusion that teacher leadership is not clearly understood in many Eastern Cape schools by both teachers and principals. After 20 years of democracy in South Africa, principals and teachers are still very reluctant to practice teacher leadership. This is attributed to the fact that most teachers think that leadership is a designated duty for principals and the School Management Team – a real misconception. Principals on the other hand, might not be willing to share leadership responsibilities. I therefore developed an interest in conducting research on teacher leadership, on how it is enacted in a school and what factors hinder or enhance teacher leadership. I decided, together with a number of other students in my group, to work on a group project to replicate a study on the enactment of teacher leadership which was conducted by a group of Masters’ students at the University of KwaZulu-Natal in 2009. Since this was a replication study, the same design was used which was a case study. The original study found out that there was still a wide gap in the enactment of teacher leadership in schools hence this current study seeks to understand the enactment of teacher leadership and the factors that promote or hinder this enactment in the context of a township high school in Port Elizabeth, South Africa. More detailed information on the original study and the design of my study will be discussed in Chapter Three of this thesis.

1.5 Theoretical framework

1.5.1 Distributed leadership theory

Distributed leadership theory was used in this study as the theoretical framework. Gronn (2000) cited in Grant (2005, p. 45) argues that leadership is more appropriately understood as “fluid and emergent, rather than as a fixed phenomenon which will result in the abandonment of fixed leader-follower dualism in favour of the possibility of multiple emergent task-focused roles”. Grant (2005) citing Harris (2004) believes that distributed leadership extends the boundaries of leadership significantly because it is premised on high levels of teacher involvement and therefore offers the platform for teacher leadership to emerge. Framed by distributed leadership, Grant (2006, 2008, 2012) developed a model of teacher leadership with four zones, six roles and a number of indicators. I discuss this model in the literature review chapter of this thesis, talk about it further in the methodology chapter, and show how it was applied as the analytical tool in the study in the fourth chapter of the thesis.

1.6 Aims and research questions

The main aim of this replication study was to explore the enactment of teacher leadership in a school in the Eastern Cape. To achieve this goal my study within the broader research project endeavoured to answer the following research questions.

- How is teacher leadership enacted in a township high school in Port Elizabeth?
- What are the enabling and hindering factors to the enactment of teacher leadership?

1.7 Methodology

1.7.1 Research orientation

This research is conducted in the form of a case study which is found within the qualitative research paradigm. Cohen, Manion and Morrison (2007) claim that the interpretive paradigm seeks to understand the subjective world of human experiences and are mainly concerned with individuals and their world views. Maree (2002, p. 60) is of the opinion that “the ultimate aim of interpretive research is to offer a perspective of a situation and analyse the situation under study to provide insight into the way in which a particular group of people make sense of their situation or phenomenon they enter”. The way in which a researcher sees the world influences the way in which the researcher conducts her study. Cohen, Manion and Morrison (2000, p. 22) state that “the central endeavour in the interpretive paradigm is to understand the subject of human experience”. Therefore, in this study I found out how teacher leadership was enacted through the experiences of three teacher leaders and I was also interested to find out from these human subjects what factors hindered or promoted the development of their teacher leadership practice.

1.7.2 Research design

1.7.2.1 Site

The research site was a public township high school in Port Elizabeth, Eastern Cape. The school was selected in terms of its accessibility to me as a researcher. Maxwell (2005) sees sampling as a strategy in which a particular setting, person, or event is deliberately selected for the information they can provide.

1.7.2.2. Participants

According to Creswell (2007, p. 482), field work means “the researcher gathers data in a setting where the participants are located”. The total number of teachers at the school was 42. Purposive sampling was used for selecting the three main participants. Three level one educators who were taking leadership roles both in the classroom and beyond were selected and involved in the study. The teachers demonstrated initiative in some leadership duties, like checking the uniform, reprimanding late-comers and organising send-off parties.

1.7.2.3 Data gathering techniques

Data gathering techniques used in this study were questionnaires, observations, interviews, secondary sources, a focus group interview, self-reflective journaling and semi-structured interviews.

Questionnaires

Questionnaires were used to get baseline and biographical information from all the educators and to elicit their views on the culture of their school, their understanding of teacher leadership and whether they were provided with opportunities to lead beyond the classroom (Ngcobo, 2011, p. 59). Through a questionnaire “a researcher is able to standardise the question to control the amount of data the participants supply” (McMillan & Schumacher, 1993 cited in Nene, 2010, p. 54).

Document analysis

McMillan and Schumacher (1993 in Gumede, 2011, p. 53) argue that document analysis is a “process in which the reader studies the documents of the institution in question as evidence”. McMillan and Schumacher (in Gumede, 2011, p. 53) further argue that “the researcher interprets the facts to provide explanations of the past and clarifies the collective educational meaning that may be underlying current practises and issues”. Public records such as the minutes of the staff meetings, departmental meetings and parents meetings, as well as different school committee meetings were used.

A focus group interview

Focus group interviews involve a number of research participants and offer them the space to respond to the research questions and raise issues that are important to them. The aim of the focus group interview in my study was to introduce the researcher and the aim of the study to the primary participants. During the focus group interview, I got to know the participants and gained their interest and trust. I also began a conversation with them on their views of teacher leadership.

Self-reflecting journals

Wellington (2008) in Mpangase (2010, p. 54) claim that journal writing is an “additional source of documentary data which can explore the experiences, activities, thoughts, behaviour and perceptions of the informants”. The fourth method of data collection consisted of self-reflecting journal writing by the three teacher leaders over a period of four months. Each entry had guiding questions. The reason for using a journaling process is that I believed that my teacher leaders had a lot to say on the topic of teacher leadership and, through the journal, they could write down their responses in the comfort of their homes in a non-threatening environment.

Observation

McMillan and Schumacher (2010 in Ngcobo, 2011, p. 64) argue that “participant’s observations enable the researcher to obtain people’s perceptions of events and processes explained in their actions, feelings, thoughts and beliefs”. Observations were conducted during the first school term of the year. This helped me to capture the most important events of the school activities. Cohen *et al.*, (2000) claim that observational data helps the researcher to generate information from the real situation or context.

As a researcher I needed to observe the enactment of leadership by my three teacher leaders in their school context. Observation of the school in general provides “detailed data about aspects of school life which could not be produced by other methods” (Forster, 1996 in Hashikutuva, 2011, p. 59).

Semi-structured interviews

Semi-structured interviews are interviews which are loosely guided by a number of questions. Semi-structured interviews were used towards the end of my study to gather information from the three teacher leaders on the enactment of teacher leadership and factors hindering or enhancing leadership development in the case study school.

1.8 Conclusion

This thesis is made up of five chapters. Chapter One is an introductory chapter to the study. It presents the background, the context of the study, statement of the problem, theoretical framework and methodology. Chapter Two presents a literature review on teacher leadership, and both local and international literature is presented. In Chapter Two I define the concept of teacher leadership under the umbrella of distributed leadership. Barriers to teacher leadership and enhancing factors are also presented. Chapter Three explores the methods, methodology, and the research design employed during the study. Validity of the study and ethical considerations are also presented. Chapter Four presents and discusses the findings using Grant's (2008) Model of teacher leadership. Chapter Five provides a cross case analysis of the findings. Recommendations for further research and for practice are also presented. The next chapter will focus on the review of literature related to the enactment of teacher leadership drawing on international and local literature.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews theoretical and empirical literature on the concept of teacher leadership. This will enhance insight into how teacher leadership is enacted in schools and the factors influencing its enactment, both within the South African and international contexts. Leadership and management as the concepts forming the basis of teacher leadership will first be discussed followed by distributed leadership theory. The concept of teacher leadership, purposes, and the roles of teacher leaders will also be discussed and Grant's zones and roles model of teacher leadership will be discussed because of its use as the analytical framework for the study (Grant, 2008; 2012).

2.2 Educational leadership and management

For any educational institution to operate in an effective way, good leadership and management are required. The importance of both management and leadership in schools is explained by Bush (2007) where he associates leadership with vision, values, and purpose and management with implementation of the day to day running of the school. Coleman (2005, p. 7) points out that the two terms leadership and management are often used interchangeably in everyday speech, especially in the United Kingdom for the simple reason that it is the same people who are leaders and managers. South African schools also operate in a similar fashion. Leadership and management are different terms although most of the time they are used interchangeably. McCrimmon (2007 as cited in Hashikutuva, 2011, p. 14) differentiates leadership from management by stating that leadership stimulates new directions while management accomplishes existing directions competently and resourcefully.

Coleman (2003) distinguishes between the two terms leadership and management and argues that a person can be a leader without being a manager and vice versa. Schon (1984 in Coleman, 2003, p. 156) distinguishes the terms as follows:

Leadership and management are not synonymous terms. One can be the leader without being the manager. One can for example, fulfil many of the symbolic, inspirational, educational, and normative functions of a leader and thus represent what the organization stands for without carrying any of the formal burdens of management. Conversely one can manage without leading. An individual can monitor and control organisational activities, make decisions and allocate resources without fulfilling the symbolic, normative, inspirational or educational functions of leadership.

Leadership and management are different terms although most of the time they are used interchangeably. Many scholars go on to distinguish the two terms, leadership and management from each other. Thurlow (2003 as cited in Moonsamy, 2010) states that leadership centres on values, mission and vision while management focuses on execution, planning, organising and delegation. According to Bush (2008, p. 4), good leadership is crucial for change to occur in an organisation. To support this, Astin and Astin (2008, p. 18) define leadership as a process which fosters progression and change in an organisation. Management is also further defined by Astin and Astin (Ibid.) as a process of stabilising, preserving and maintaining the organisation.

Grant (2008; 2009; 2010) argues convincingly that leadership is crucial to change in schools and she believes that the two processes of leadership and management complement each other and both are needed for the organisation to prosper. While it is clear from the literature reviewed above that a number of researchers see a difference between leadership and management, others see them as interrelated. Some authors go on to state particular characteristics of managers and leaders. Law and Glover (2000) argue that “leadership is seen as an aspect of management with the ‘real leader’ often characterised as charismatic individuals with visionary flair and an ability to motivate and enthuse others - even if they lack the managerial or administrative skills to plan, organise effectively or control resources” (cited in Coleman, 2005, p. 7).

Writing for the South African context, Mpangase (2010, p. 18) drawing on Sterling and Davidoff (2000), states that leadership and management complement each other and overlap in some areas. I agree with the above authors that management and leadership are distinguishable concepts which complement each other. In schools, if both leadership and management could work hand in hand, performance in the school environment would be much improved.

The above concepts, leadership and management, although closely related, have different meanings. The next section will centre on the discussion of the various definitions of the two terms.

2.2.1 Defining management

Coleman (2003 in Lawrence, 2010) explains that management is equated with processes and structures. I align myself with Louis and Miles (1990) as cited in Lawrence (2010) that management involves “carrying out plans, getting things done and working effectively with people” (p. 14). I agree with Gous (2006) in Hashikutuva (2011, p. 16 - 17) who highlights that the key words associated with the concept of management are: planning, organising, activating, and controlling an organisation’s operations. Thus, the management aspect of teaching and learning would involve the following:

planning, which is used to develop planning schedules to integrate and co-ordinate activities, organising, to bring order, removes conflict, establish an environment for teamwork, monitoring, to monitor school activities to ensure that they are being accomplished as planned and of correcting significant deviations, leading and guiding, to assist teachers in allowing their targets and goals to provide the necessary direction and support (Gous, 2006 in Hashikutuva, 2011, p. 16 - 17).

I agree with the *Task Team Report on Education Management Development* (1996) which states that the primary purpose of education management is to constantly improve the quality of teaching and learning in schools and other educational institutions. The report further

stresses that the principle purpose of education management development therefore is to improve the organisational performance of structures in the education system, primarily that of schools.

2.2.2 Defining leadership

Having discussed the meaning of the concept of management, I now move on to discuss the meaning of the concept of leadership. It is essential to discuss the concept of leadership as it serves as a background and information for understanding leadership theories which are later used in the research. Different authors define the term differently hence the various existing definitions of leadership. Davidoff and Lazarus (1999 in Hashikutuva, 2011, p. 16) argue that leadership is “about moving forward and having a sense of direction to ensure that the school is progressing and active in its pursuits of its educational goals” (p. 16). Similarly Harris and Muijs view leadership as “providing vision, direction and support towards a different preferred state – suggesting change” (2005, p. 15). Donaldson (2006) defines leadership as “the mobilisation of people to adapt a school’s practise and beliefs so that every child’s learning and growth is optimized” (2006, p. 7). He further argues that leadership should be about developing relationships among dedicated educators and parents to ensure that the learners benefit.

I agree with Donaldson (2006) that leadership in schools should develop best relationships based on trust and mutual understanding. According to Sergiovanni (2001 in Gumedede, 2011) leadership is “about helping people to get a handle on how to manage the problems they face, and learning how to live with these problems” (p. 17). I fully agree with Gumedede (2011) and believe that leadership should be able to make people independent thinkers. For Grant (2008, p. 18), “leadership refers to a process of establishing relationships through dialogue and agency within a socially just and inclusive culture in the pursuit of learning and teaching in schools”. With a similar view, Muijs and Harris (2003, p. 437) argue that leadership is “separated from a persons’ role and status”. I agree with Muijs and Harris that leadership is not a one man process but rather a collective action. One of the leadership theories that fall

within a shared approach to leadership is distributed leadership and it will be the theoretical framework of the study.

2.3 Distributed leadership

2.3.1 Defining distributed leadership

Educational leadership is gradually being shifted from the traditional view of leadership towards a form of collective, shared, distributed, and organisational responsibility stretched over the schools' social and situational context (Harris, 2008). I disagree with an individualistic view of leadership and the theories that place the principal as the primary leader, as I believe that no school can improve with all the power vested in one person - the principal. I agree with Grant (2005) when she says that "one person can no longer be expected to lead and manage a school effectively" (p. 46). For a school to function effectively, "the authority to lead needs to be dispersed within the school between and amongst people" (Harris & Muijs, 2003, p. 437). Gamage (2006) as cited in Hashikutuva (2011) argues that distributed leadership is:

a form of collective agency incorporating the activities of many individuals in a school who, work towards mobilising and guiding other teachers in the process of instructional change. It extends the boundaries of leadership to increase the level of teacher involvement to encompass a wide variety of input, skills, and expertise (p. 18).

I agree with Gamage (2006 in Hashikutuva, 2011) and argue that distributed leadership focuses on the involvement of others with leadership expertise to join the leading team. This means that distributed leadership gives teachers "the opportunity to lead and to take responsibility of the areas of change of most importance to the school" (Harris & Muijs, 2005, p. 14). Bennet, Harvey and Woods (2003) as cited in Grant (2008, p. 87) hold a similar view to that of Gamage (2006) which is that distributed leadership is "a network of interacting individuals and through this dynamism people work together in such a way that they pool their initiative and expertise". I therefore argue that this means distributed

leadership incorporates the property of a group or expertise of many individuals in the institution who take on leadership roles. Bennett, Harvey, Wise and Woods claim that “leadership is conceived as a group or network of individuals in which group members pool their expertise in favour of task focused roles which results in abandonment of fixed leader-follower dualism (in Grant 2008, p. 87). In this way, leadership is no longer an individual matter but is spread throughout an organisation with leaders’ roles overlapping and shifting as different developments arise (Rizvi, 2008 in Moonsamy, 2010, p. 18).

Harris (2005) writes that distributed leadership is “an emergent property of a group or network of interacting individuals” (p. 163). Bennett *et al.*, (2003) as cited by Grant (2008, p. 87) hold the same view that distributed leadership theory is “a way of thinking about leadership” and they go on to state 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 together their expertise” (in Grant, 2008, p. 87). I agree with Bennett *et al.*, in Grant (2008) that distributed leadership should be exercised by all teachers in a school, it should not only be done through formal position or role. This means that every teacher can demonstrate leadership in a school.

The above also explores the view that every person in a group participates in decision-making. It does not mean that people are forced to be leaders, but it “opens up the possibility for a more democratic and collective form of leadership” (Muijs & Harris, 2003, p. 439). Grant (2006) is of the view that distributed leadership is based on trust and requires heads of schools to relinquish their power. I am of the same opinion as the above authors that leadership is premised on power re-distribution, moving from a hierarchical to a flatter structure. The consequence of this is that leadership is seen as “fluid rather than located in specific formal roles or position, blurring the distinction between leaders and followers” (Bennett *et al.*, 2003 in Grant, 2008, p. 87).

I agree with Gunter (2005) and Grant (2008) that schools should redefine leadership roles and shift power relations within the school by allowing teachers to take up some leadership roles.

Hopkins and Jackson (2003) as cited in Gumede (2011, p. 19) state that all teachers have the potential and entitlement to contribute meaningfully towards leadership. It is important that their leadership capacity be unleashed and engaged in the interest of the school as an organisation. To support this, Hopkins and Jackson (2003) in Gumede (2011, p. 19) indicate that it is the responsibility of the hierarchical leaders to facilitate this process by creating the required support for distributed leadership to flourish. In the South African context the responsibility lies with the School Management Team (SMT) to allow teachers to become leaders by developing “the right balance of confidence and humility to distribute leadership wisely where strengths in colleagues are evident” (Grant, 2006, p. 528).

Research done by Grant (2006; 2008) indicates that distributed leadership is a form of leadership most closely associated with improved learning outcomes. With a similar view, Coleman (2005) asserts that distributed leadership has a strategy with a vision of improving working together as a team and achieving better pupil outcomes at the end. Harris (2008) holds a similar view when she stresses that “student outcomes are more likely to improve when leadership sources are distributed throughout the school community and when teachers are empowered in areas of importance to them” (p. 180).

I share the same view with the above authors that distributed leadership roles amongst staff members can improve learners’ achievements.

2.3.2 Categories of distributed leadership

The characteristics of distributed leadership are relevant to this study because teachers are both managers and leaders and this serves as empowering and motivating to the teachers.

Distributed leadership is authorised, dispersed and democratic (Gunter, 2005 in Grant, 2008, p. 87). It is authorised when work is hierarchically distributed from the principal to the

teachers. According to Gunter (2005 in Grant, 2008, p. 87), the principal empowers the teachers by delegating some duties to them. In turn, teachers favour this type of leadership because it is regarded as authentic, reasonable, and valid (Grant, 2008, p. 87). Woods (2004) cited in Grant (2008) argues that this type of leadership can be termed “delegated leadership” and is evident where there are “teams, informal work groups, committees, and so on, operating within a hierarchical organisation” (p. 87). In a school situation, a level one teacher may accept this leadership because it is regarded as legitimate within the hierarchical system of relations as it comes from someone in a leadership position and in authority, and because it also gives status to the person who takes on the work (Grant, 2008).

Secondly according to Gunter (2005), cited in Grant (2008), dispersed distributed leadership refers to a “process where much of the workings of an organisation take place without the formal working of a hierarchy” (p. 87). Dispersed distributed leadership takes place when the workings of a school are not delegated but take place without the formal working of a hierarchy. It is seen as more acceptable because of the skills, knowledge and personal attributes of those members of the individuals who take on leadership roles (Grant, 2008). Lastly democratic distributed leadership allows teachers the opportunity to develop themselves, while engaging with the goals and values of the organisation (Gunter, 2005 in Grant, 2008, p. 87). Woods (2004) cited in Grant (2008) argues that democratic distributed leadership includes challenging the rationality of the decision-making process and ethics of an organisation. I am of the view that leadership in an organisation needs to be distributed according to the skills, abilities, and gifts. Schools should adopt distributed leadership in order to give teachers an opportunity to play a leadership role, hence the notion of teacher leadership comes to the fore. I now turn to a discussion of this topic.

2.4 Teacher leadership

2.4.1 Defining teacher leadership

Teacher leadership is one of the fastest growing concepts in South Africa during the present decade, and it is a well-known concept internationally. Literature reveals many overlapping

definitions of teacher leadership. I will attempt exploring those authors that have similar definitions and focus on what is common across the definitions.

Katzenmeyer and Moller (2005, p. 5) define teacher leadership as “teachers who are leaders within and beyond the classroom, identify with and contribute to the community of teacher learners and leaders, and influence others towards improved education and practise”. Similarly Grant (2005, p. 45) defines teacher leadership 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, it includes teachers working collaboratively with all stakeholders towards a shared vision of their school within a culture of mutual respect and trust.

I align myself with Grant (2005) and Katzenmeyer and Moller (2005) that teacher leadership is not necessarily a formal leadership role, but rather a form of leadership where teachers are experts within their classrooms and whose expertise does not end there. Their leadership skills are displayed in activities throughout the school in order to advance and progress it by stimulating change collectively (Molefe, 2010). It is evidenced from the above definitions that teacher leadership is not a positional concept but rather is concerned with the impression that all members in the organisation can lead when the culture of the institution is favourable for this. For me teacher leadership essentially refers to the exercising of leadership roles by post level one teachers, both in and beyond the confines of the classroom. These teacher leaders are expert curriculum practitioners who initiate school improvements by taking on informal leadership roles in the functioning of the school (Harris & Lambert, 2003). This is similar to Grant’s (2006) definition to which I align myself, for my studies are based on her model of teacher leadership with its zones, roles and indicators which will be discussed later in the chapter. The views of teacher leadership by Katzenmeyer and Moller (2001) and Grant (2008) are allied with Zeichner and Liston (1996 in Mpangase, 2010) who suggest that:

Teachers cannot restrict their attention to classrooms alone, leaving the larger setting and purpose of schooling to be determined by others. They must take active responsibility for the goals to which they are committed and for the social setting in which these goals may prosper (p. 30).

According to Zepeda *et al.*, (2003 as cited in Gumede, 2011, p. 21), “a teacher leader is one who informs, who actively gathers information from colleagues and more to the point of leadership, will deliver that information in a manner suitable to the person and situation regardless of the risk”. Teacher leaders are risk takers. For Crowther and Koogar (2002 in Gumede, 2011, p. 22), teacher leadership is about expediting school success and teaching in expressive ways and increasing the quality of life for communities so as to bring about development. I also share the same view with Crowther and Koogar (2002 in Gumede, 2011), that teachers in their profession have to play different roles; the first role includes one of being a mediator of learning. This means that teachers are required to teach in a manner that is suitable to learners’ needs and these are clearly stated in the *South African Norms and Standards of Educators* (2002) document. This is reiterated in *The National Policy Framework for Teacher Education and Development in South Africa* (2006) where a teacher is regarded as a “leader, administrator and a manager” (p. 5). The definitions of teacher leadership highlight its significance. The following section discusses the importance of teacher leadership in our schools.

2.4.2 Why teacher leadership?

Recently much literature has revealed the prerequisites for teacher leaders to perform their roles in schools. There is a remarkable need for teacher leadership in schools as schools benefit from having teacher leaders (Katzenmeyer & Moller, 2001). I argue that the success of the school depends on strong teacher leadership, because without teacher leadership, a school cannot function properly. In my opinion, teacher leadership is important because the success of a school depends on teachers taking up leadership roles and working together to improve the quality of education in their schools.

Some authors believe that teacher leaders are change agents. Katzenmeyer and Moller in their study found that “teachers experience greater satisfaction in their work, the schools benefit from the involvement of talented teachers in accomplishing the vision for change in their schools” (2001, p. 33 - 34). They further argue that there is less resistance if teachers are participating in change processes taking place at schools as they will feel involved and valued. Teacher leaders can also serve as mentors to new teachers and help influence

decisions of their colleagues to the advantage of the organisation. This is in line with the idea of Fullan (1993 in Gumede 2011, p. 28) that change in schools cannot be commanded or mandated. I am of the same view as Gumede (2011) that change needs to be a desired process rather than an enforced one, otherwise teachers will resist it.

Teacher leadership nurtures teacher involvement in schools. Zepeda *et al.*, (2003 as cited in Gumede, 2011, p. 28) state that “teacher leaders have expertise, and they often want to further develop this expertise through expanding their involvement in the work of school beyond the classroom. Teacher leaders are a source of valid information within a school or a district”. Zepeda *et al.*, express the view that leaders comprehend the policies and practices of schools they work in. They further argue that teacher leaders are in a better position to both discern and collect information from their colleagues than any other stakeholder (in Gumede, 2011, p. 28). In light of the above, I agree with Gumede (2011) that schools need teacher leaders in order to be converted into learning organisations and, furthermore, teacher leaders can advance the institution. Teacher leadership therefore through group effort, shifts leadership to the lower levels in the school hierarchy and is committed to improving educational practices.

Harris and Muijs (2003) state that teacher leadership equates leadership with a focus upon the relationships among people and the crossing of organisational boundaries. Leadership is viewed as a vibrant relationship between individual teachers within an organisation. Group effort by teacher leaders can influence organisational culture and encourage participation of staff.

Lieberman and Miller (2004 in Chatturgoon, 2008, p. 12) argue that teacher leadership in formal and informal ways can build professional communities through the open engagement of teachers about their work and challenges they encounter in fulfilling their duties. Teacher leadership is about developing honest interactions with co-workers in the practise of leadership. In this regard, Donaldson explains that teacher leaders,

have an established history of collaboration to the school, students, community, and to other colleagues. Thus they often bring to the leadership relationship, trustworthiness, a fluid and open relationship with many teachers and a record of interaction that affirms their ability to collaborate with others and build a unifying relationship (2006, p. 81).

I concur with Gumede (2011) that teachers have a tendency to influence one another and if this is to be encouraged, teachers would learn and benefit from the positive influence and constructive criticism of other teachers (p. 29).

Lastly teacher leadership has great influence on teachers' personal development. Teacher leaders can also make a difference in their own lives. From an international perspective, Katzenmeyer and Moller (2001) state that a teacher leader mentors and helps fellow teachers to learn and improve their own skills and provide and examine their own practices. Harris and Muijs (2005) argue that engaging teachers motivates them leading to a significant contribution in their classroom work. I support Harris and Muijs' (2005) notion because empowered teachers are confident and highly motivated and therefore take ownership in decision-making and feel involved and have a sense of belonging. I also agree with Katzenmeyer and Moller (2001) that through teacher leadership, teachers get the chance to practise their skills and help other teachers to develop too.

2.4.3 Teacher leadership roles

Research confirms that teachers execute different leadership roles in schools. The roles are further classified into formal and informal roles (Grant, 2006). I first look at formal leadership roles followed by informal leadership from both the local and international perspectives. Grant's Model of zones, roles and indicators of teacher leaders (2008, 2012) will be used to express teacher leadership roles in South Africa.

2.4.3.1 Formal leadership roles

In their study, Zepeda *et al.*, (2003 cited in Gumede, 2011, p. 33) defined formal leadership roles as tasks which include any of the following: instructional main teacher, instructional co-ordinator, grade level teacher, department chair, mentor, and lastly committee member among other roles. A formal role comes with formal authority. Donaldson (2006, p. 80) also classifies formal teacher leadership roles as department chairs, team leaders, association officers, and standing committee chairs who have been formally appointed. The above definitions indicate that the more formal the leadership position, the more formal authority the teacher assumes. I am of the same opinion as Gumede (2011) that the views expressed by Donaldson and Zepeda *et al.*, are concurrent with the South African education situation as the more formal the leadership position, the more formal the authority the person assumes.

2.4.3.2 Informal leadership roles

Molefe (2010, p. 26) defines informal leadership as classroom-related functions such as organising, communicating goals, creating a conducive working environment and evaluating the performance of students among other roles. Zepeda *et al.*, (2003 cited in Gumede, 2011, p. 33) add roles such as participating in community events, book and other teaching material reviews and enhancing their skills for example, attending graduate school. Donaldson (2006, p. 80) is of the view that informal leaders evolve naturally and work well in social settings hence they are trusted and respected by colleagues.

In South Africa, formal and informal leadership roles are similar to those stated above by Muijs and Harris (2003). These roles include head of department, staff representative in a school governing body, site steward for the teacher union, a co-coordinator of a staff development team, subject head, and chairing committees like discipline, environment, catering, safety and security (Grant, 2006).

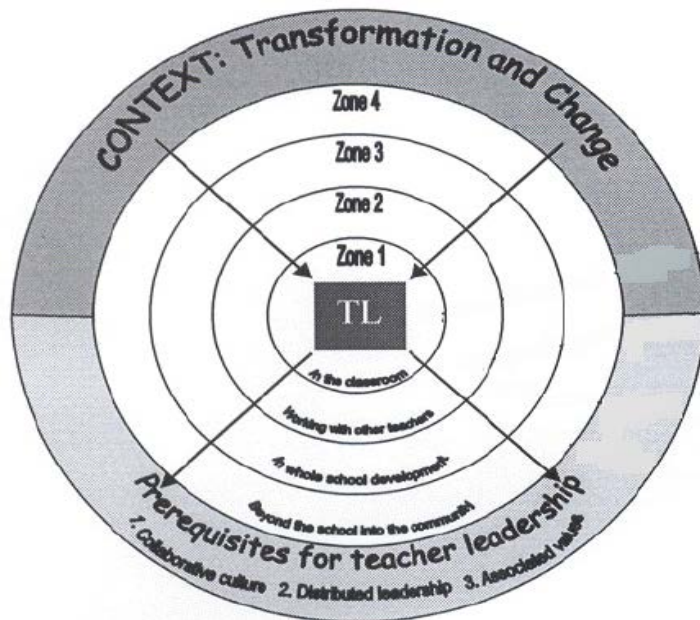
In the South African context, Grant developed a model of teacher leadership which consists of four zones of teacher leadership, six associated roles and a number of indicators (2008, 2012). The model helps in understanding teacher leadership in terms of their capacity to lead. I examine this model because it explains clearly the roles of teacher leaders making it easy to understand the possibilities of enactment of teacher leadership. I used this model to analyse my data and its value becomes evident in Chapter Four.

Grant (2008) is of the view that teacher leadership model is characterised by four zones: leadership in the classroom, leading other teachers in curricular and extra-curricular activities, leading in school-wide issues and in whole school development and finally leading beyond the school into the community. Zone 1 positions the teacher in the core teaching activities which include planning, evaluating, imparting knowledge, and constant update of new skills through seminars. Teacher leaders are therefore experts through the performance of their roles (Ash & Persall, 2000; Katzenmeyer & Moller, 2001).

The second level (Zone 2) of Grant's Model is where teacher leadership extends beyond the classroom. In this zone, teachers establish work connections with other teachers in an effort to advance academic practices (Grant, 2008). 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, 2008). For example, teacher leaders see themselves as important stakeholders in the school and have an input in shaping the school policies. Zone 3 also relates to teacher leadership in relation to extra-curricular activities (Katzenmeyer & Moller, 2001).

Lastly Zone 4 depicts teacher leaders extending beyond the school and leading in the greater community (Grant, 2008). These include empowering the community through being involved in school governing bodies, teaching, and learning forums at cluster and district level and in teacher unions. I used Grant's zones and roles model of teacher leadership (Grant, 2008, p. 93) in my study since it was designed within the South African context and is therefore

applicable to my study. In summary, teacher leadership originates in the classroom and extends through different roles into the community depending on the context of the institution (Katzenmeyer & Moller, 2001).



TEACHER LEADERSHIP

First level of analysis: Four Zones	Second level of analysis: Six Roles
Zone 1 In the classroom	One: Continuing to teach and improve one's own teaching
Zone 2 Working with other teachers and learners outside the classroom in curricular and extra-curricular activities	Two: Providing curriculum development knowledge Three: Leading in-service education and assisting other teachers Four: Participating in performance evaluation of teachers
Zone 3 Outside the classroom in whole school development	Five: Organizing and leading peer reviews of school practice Six: Participating in school level decision-making
Zone 4 Between neighbouring schools in the community	Two: Providing curriculum development knowledge Three: Leading in-service education and assisting other teachers

Figure 1. Grant's Model of teacher leadership (Grant, 2008).

However although teacher leadership 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 which will be discussed in the following section.

2.5 Barriers to teacher leadership

Teacher leadership in schools is not without problems. Zepeda *et al.*,(2003) cited in Gumede (2011, p. 34) assert that “being a teacher leader means understanding the role of teacher leadership and being willing and able to navigate the unpredictable waters of conflict, power and politics”. I concur with Gumede (2011) who acknowledges that formal roles performed by teacher leaders come with different challenges and there are obstacles which hinder the enactment of teacher leadership and they are not able to perform their roles effectively (Zepeda *et al.*, 2003). These barriers which I discuss next are lack of time, school structure, micro politics, teachers as barriers and lack of rewards.

2.5.1 Lack of time

The first barrier to teacher leadership is a lack of time. Leithwood, Jantzi and Steinbach (1999 cited in Molefe, 2010, p. 31) state that “time taken for work outside the classroom interferes with time needed for students”. This means that there is not enough time for teachers to perform all their roles effectively. Most time is spent inside the classroom hence there is no time for other roles such as decision-making and school developmental activities or working with other teachers (Steyn & Squelch, 1997 in Molefe, 2010, p. 31). In a research study by Smylie and Denny (1990) cited in Mpangase (2010, p. 38) with a sample of American teachers, conclusions were that insufficient time for leadership task accomplishment made it impossible for teachers to perform new tasks assigned to them. In a local study by Rajagopaul (2007), findings showed that teachers were not eager to engage in leadership roles because of limited time and its significant influence on their personal lives.

2.5.2 School structure

Another barrier to teacher leadership, according to Katzenmeyer and Moller (2001), is school structure. Muijs and Harris (2003) identify the top-down management structure as a barrier.

Grant (2005) is of the view that top-down leadership structure still dominates in South African schools.

Bureaucracy in schools hinders teachers in taking up leading roles. Teachers feel threatened and insecure by teachers who take on leadership roles, or by their innovative ideas (Harris, 2004; Grant, 2006). In order for teacher leadership to be enacted and promoted in schools, flatter organisational school structures must be promoted (Grant, 2008). This entails the inclination to devolve the decision-making processes and find mutual ways of working together (Day & Harris, 2002). When staff members work together and support each other, fluid and emergent leadership can exist (Molefe, 2010). I agree with Day and Harris that when the staff members are working together and involved in decision-making, it can enhance teacher leadership because when failures arise, everything else comes to a halt (Rajagopaul, 2007).

2.5.4 Micro politics

Internal school conflict is another barrier to teacher leadership (Harris, 2004 in Ngcobo, 2011). Grant describes micro politics as “internal issues in the school which might have some impediments in order for teacher leadership to occur “(2008, p. 46). Grant (2008) reports on a professional development initiative which indicated how internal school conflicts resulted in a level of “bruising” amongst teachers. In some schools, unwilling expert teachers also pose a threat to teacher leadership (Fullan, 1993 in Harris, 2003). Similarly in the South African context, Ngcobo (2011) refers to unwilling veteran teachers as barriers to teacher leadership. As a result of this, they resist taking up leadership roles and resist working together with informal leaders. I believe that the way school timetables are arranged also poses a barrier for teacher leadership in South African schools due to the diversity of the curriculum coupled with the shortage of teachers in many of the previously disadvantaged schools. Timetables are arranged to maximise the teaching time of teachers and, as a result, school timetables do not make time available for teachers to meet and pool resources in subject matters and whole-school development initiatives. In other words, timetable alignment does not encourage teacher leadership.

2.5.5 Teachers as barriers

Teachers themselves can be a barrier to teacher leadership. Resistance of teachers to lead may be a result of lack of skills or time (Grant, 2008). Steyn and Squelch (1997) as cited in Rajagopaul (2007, p. 21) found that many teachers are not interested in participating in management issues and basically like to do their work and leave after school. My experience as a teacher for 18 years has shown me that teachers are not prepared to do extra work, especially if they are going to stay after school. They claim that they are not paid for extra time. Katzenmeyer and Moller (2001) argue that teachers that take on leadership can sometimes be detested by their colleagues. A number of studies have identified isolation as a significant barrier to teacher leadership (see for example Harris & Muijs, 2005). Lieberman, Saxl and Miles (2000) also identified that teachers sometimes have an egalitarian attitude towards teacher leaders and this makes other teachers reluctant to take up leadership roles.

2.5.6 Lack of rewards

The lack of rewards for taking on leadership roles is another barrier to teacher leadership as evidenced in the literature. Teachers need motivation in the form of rewards to take on the added leadership responsibilities. In addition, teachers feel that those in formal positions must carry out leadership tasks because they are remunerated for it (Singh, 2007; Molefe, 2010). Some teachers have to work second jobs to support their families therefore there is no time for additional leadership responsibilities at school (Katzenmeyer & Moller, 2001). Teachers' not being rewarded for their leadership is, for me, a major barrier to teacher leadership at schools. Having discussed most of the factors that hinder teacher leadership, I will now move to the factors that enhance teacher leadership.

2.6 Factors that enhance teacher leadership

I am of the opinion that if teacher leadership is to flourish in a school, a number of conditions are necessary to support and enhance teacher leadership roles. International and local literature (Katzenmeyer & Moller, 2001; Muijs & Harris, 2003; Grant, 2006; Ngcobo, 2011 & Singh, 2007) highlights a number of factors that enhance teacher leadership at schools. In response to my second research question, the following discussion brings out some of the important conditions that are essential for the success of teacher leadership in present day schools. In this next section I discuss the following: the role of the principal, shared decision-making and professional learning communities.

2.6.1 Role of the principal in fostering teacher leadership

I believe that the principal is one of the key role players in fostering teacher leadership as principals are advocates of teacher leadership (Katzenmeyer & Moller, 2001, p. 76). School principals lead and manage schools and therefore have a direct influence on teacher leadership's existence in schools. Muijs and Harris (2007) state that purposive action from the head is one of the key driving forces behind the development of teacher leadership.

An advocate of teacher leadership, Barth (1988) cited in Ngcobo (2011, p. 39) points out some good qualities that a principal who promotes teacher leadership would need to have. Barth (1988) in Ngcobo (2011) asserts that a good principal enunciates the objectives of the school clearly where he is stationed. Objectives can be clearly shared through meetings, newsletters and community meetings. Barth (1988) in Ngcobo (2011) further adds that a good principal is the one who includes teachers in decision-making. I agree with Ngcobo (2011) that if teachers become involved in the decision-making process on matters affecting their schools, their contribution on the matter makes them gain a sense of responsibility and they will therefore do their best to make it a success (Ngcobo, 2011). Molefe (2010) argues that it is better for a principal to match a necessary school issue with a teacher who feels passionate about that issue. I strongly believe that when you assign duties, the right player must be given the right position in order for him to do something that he understands.

Harris (2003) holds the view that effective principals develop people in their institutions, they provide individualised support and intellectual stimulation and they are the ones who model the values and practices that are important to the mission of the school. I agree with Harris (2003) in Ngcobo (2011), who asserts that a good principal creates an environment that encourages a good culture in which colleagues in the school are motivated by moral imperatives and structure, foster shared decision-making processes and problem-solving capacities (Ngcobo, 2011, p. 39). A good principal creates a strong relationship with the school community. Ngcobo (2011, p. 40) contends that a good principal distributes power and leadership. According to Ngcobo (2011), this strengthens the relationships because by the time teachers and community members are accommodated, they view themselves as important figures in shaping the school's direction and values. I agree with Katzenmeyer and Moller (2001) that a principal must allow external alliances and promote networking. This raises the point that the principal must encourage teachers to network with teachers from other schools and that is Role Four in Grant's Model (2008) of understanding teacher leadership in South Africa.

2.6.2 Shared decision-making

Shared decision-making is one of the most important factors that boost teacher leadership. Mpangase (2010) believes that shared decision-making takes place when teachers are given opportunity to make decisions on behalf of their school on important developmental work. In her case study of three schools in England, Harris (2004) found that shared decision-making and vision creation were two factors that enhanced teacher leadership. One of the respondents in her study commented that "through a shared vision, teacher leadership is facilitated, supported and enhanced within the school" (p. 104). Mpangase (2010), in the South African context, argues that in a situation where there is a shared vision, teachers have a thorough understanding of decisions made as they are involved from the conception of an idea. Similarly Harris and Lambert (2003) as cited in Mpangase (2010, p. 35) write that "in school where decision-making is shared, and owned by many rather than the few, the possibility for improvement and development is significantly enhanced". I am of the same

view as Mpangase when she says “in the context of the school, shared decision-making could not only enhance teacher leadership development but also lead to school improvement” (p. 35).

2.6.5 Professional learning communities

Teacher collegiality in the school can be measured by the frequency of communication, mutual support, and professional development amongst its teachers. Along with Lieberman and Miller (2004) cited in Hashikutuva, I understand that teacher leaders “can work to support the professional and redefine it as an intellectual and collaborative enterprise” (2011, p. 35).

Teachers can advocate for recognition of accomplishment in teaching (and) can lobby for meaningful professional development that draws on the experience, expertise, and wisdom of the veteran teachers to support and inspire novice teachers, and that promotes the creation of professional learning communities that sustain teacher commitment, passion and persistence (Lieberman & Miller, 2004 cited in Hashikutuva, 2011, p. 35).

Hashikutuva goes on to say that this means that teacher leadership “helps teachers to develop new ways of viewing themselves, their roles and their profession” (p. 36) and it will be appreciated by teachers “who wish to assume (new) responsibilities” (Katzenmeyer & Moller, 2001, p. 4).

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

Katzenmeyer and Moller (2001) make the valid point that “teacher leaders are not an elitist group within a school, every teacher can be part of the community” (p. 6). This will open the space for professional learning communities, where teachers are learning in a social context, rather than learning individually (Katzenmeyer & Moller, 2001). I argue that the engagement of all the stakeholders in leadership roles can encourage teachers and allow them to feel that they have something important to offer to the institution. Also “empowering teachers to take on leadership roles, enhances teachers’ self-esteem and work satisfaction, which leads to higher levels of performance due to higher motivation as well as possibly higher levels of retention in the profession” (Muijs & Harris, 2003, p. 441).

2.7 Conclusion

In this chapter I have discussed management and leadership, how they differ from each other and how they work together in the school situation. I have discussed distributed leadership showing that it has the potential to transform schools, raise achievements, and inspire effective practice from the staff. I have also discussed teacher leadership, making clear that through teacher leadership, teachers are allowed to play leadership roles by pooling their expertise. I have indicated that teachers can play formal and informal leadership roles in their classrooms and beyond for the whole-school development. I have discussed the factors that enhance and those that hinder teacher leadership. I now move to the next chapter which will look at the research design and methodology used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Methodology refers to ways of obtaining, organising and analysing data. Methodology, according to Giddens (1993 cited in Jasson, 2010, p. 51) “deals with overall logic and principles of research whilst research methods concern how research is carried out e.g. by means of field work, survey etc”. According to McFarlane (2000) in Mfenqe (2005, p. 31), the interpretive paradigm seeks to understand and interpret social situations by becoming part of the situation or close to the people involved with them, to listen to them and share their experiences”. Babbie and Mouton (2002, p. 5) state that research methodology focuses on the research process and the kind of tools and procedures to be used. The research design enables the researcher to use data collection techniques suitable for the research problem. This chapter discusses the research questions, the research approach adopted as well as the data collection methods and data analysis techniques used in the study. It concludes by pointing out the ethical issues observed in this study.

3.2 Research aim and questions

As previously mentioned in Chapter One, the main aim of the study was to find out how teacher leadership was enacted in a township high school in Port Elizabeth and to determine the factors that enhanced or hindered its enactment. In an attempt to achieve the above mentioned aim the following research questions were borrowed without alteration from the original multi-case study, conducted at the University of KwaZulu-Natal in 2010. As mentioned earlier, my study at Rhodes University was a replication of a project conducted at the University of KwaZulu-Natal in 2010. This Rhodes study, like the original multi-case study, looked at the enactment of teacher leadership and the factors hindering or promoting

this enactment. Since it was a replication study, the same methodological design which was a case study, the same tools, and the same research questions were used. The original multi-case study involved 11 case studies of teacher leadership. The studies were conducted in seven schools and one Further Education and Training College. (Grant 2010). Thus, in keeping with the original study, my research questions were as follows:

- How is teacher leadership enacted in a township secondary school in Port Elizabeth?
- What are the enabling and hindering factors to the enactment of teacher leadership?

3.3 Research orientation

All researchers have different beliefs and ways of viewing and interacting with their surroundings. As a result, the ways in which research studies are conducted vary. However, there are certain standards and rules that guide a researcher's actions and beliefs. Such standards or principles can be referred to as a paradigm.

Since the research was more of a qualitative nature, the interpretive paradigm was chosen. The research fitted within the interpretive paradigm because it aimed at describing and explaining the enactment of teacher leadership in a case study school. Burrell and Morgan, 1979, p. 28) assert that "the interpretive paradigm seeks explanation within the realm of individual consciousness and subjectivity within the frame of reference of the participant as opposed to the observer of action". The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals (Cohen, Manion & Morrison, 2007), and in my case, three teacher leaders. The interpretive paradigm was chosen because its context is to understand the subjective world of human experience. Strauss and Corbin (1998) in Cresswell (2012, p. 45) argue that "qualitative methods can be used to obtain the intricate details about the phenomenon such as feelings though process and emotions that are difficult to extract or learn about through more conventional methods". Through a range of methods, my three teacher leaders were able to describe and explain how they enacted teacher leadership in their school and what hindered and supported their

enactment. In the study, naturalistic qualitative methods were therefore used where there was adequate dialogue between me and my participants in order to gain an understanding of the phenomenon under study. Therefore the interpretive paradigm was chosen in this study.

3.4 Research approach: a qualitative case study

Basically there are two different approaches that can be used in research. Research can be classified into qualitative and quantitative approaches. There is an important distinction between quantitative research and qualitative research. In quantitative research, the information obtained from the participants is expressed in numerical form. Yin (1994, p. 13) defines a case study as “an empirical inquiry that investigate a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and the context are not clearly evident”. It is a way of collecting information on the knowledge, values, feelings, attitudes, beliefs and behaviours of the target population.

In this regard teachers were studied in their natural setting, which is the school, as the qualitative approach believes that human behavior is influenced significantly by the context in which it occurs. Cohen, Manion and Morris (2007, p. 21) are of the view that “the central endeavor in the context of the interpretive paradigm is to understand the subjective world of human experiences”. The qualitative approach was chosen for the study because it allowed for conclusions or inferences to be made from systematic observations. The research met the requirements of a descriptive case study as it sought to provide a rich description of the phenomenon under study (Merriam, 1998).

McMillan and Schumacher (in Gumede, 2011) define a case study as an in-depth exploration of a bounded system, i.e. unique, according to the dimensions of time/when, setting/where, and participants/who, is involved. The rationale for choosing the case study as the mode of inquiry in the study was that it was suitable to my aim of developing a holistic understanding of the enactment of teacher leadership in the school.

3.5 Sampling

3.5.1 Selecting the school

The research site will be discussed in full in Chapter Four. In this section I only explain why I selected the school as my research site. I initially chose the school for its convenience when I did research in the school for the course work component of my M Ed degree. The pilot study was a mini research project on leadership at the school. I chose a public township high school in Port Elizabeth, in the Eastern Cape as my research site because of its proximity to me as the researcher. Maxwell (2005) sees sampling as a strategy in which a particular setting, person, or events are deliberately selected for the information they can provide. I knew most of the teachers at the school and they were all willing to participate in and contribute to the study which is why I chose the school. This gave me an insight into the school. The staff got to know me and I was able to identify teacher leaders in the school who were willing to work with me on the next phase of my research.

3.5.2 Sampling the participants

In a qualitative case study such as this one the research process of sampling was important for data collection, interpretation and presentation of findings. Cresswell (2012) states that sampling is about selecting people who can best help in the understanding of the phenomenon under study. Cohen, Manion and Morrison (2007, p. 60) concur with Cresswell (2012) when they say sampling is a “selection of a research site, time, people and events in a fields research”. The primary idea of sampling is that by selecting some elements of a population the researcher can draw conclusions about the entire and defined group of elements which is the target population.

My main aim in sampling the research participants was to select relevant people who possessed the necessary information. Purposive sampling was adopted by me, to sample the participants who would be able to provide me with relevant information. Cresswell (2012, p.

206) explains that “in purposive sampling a researcher intentionally selects individuals and sites to learn or understand a central phenomenon”. Therefore with the desire to have people who possessed the relevant information, purposive sampling was adopted.

At the beginning of the research I met the principal and informed him about my research. I explained to him the kind of teachers I was looking for - post level one educators who were not in any formal management position yet who played leadership roles for the betterment of the school. The principal gave me the names of four teachers who fitted this description. All four teachers accepted my invitation to participate in the study, but one teacher withdrew early on in the process. The teachers who remained participants in my study were involved in leadership initiatives such as checking school children’s uniforms, reprimanding late-comers and organising send-off parties. Thus, it can be seen that purposive sampling was used to choose these participants. The selection of the participants was made easier for me by the principal who helped me as he knew his educators very well.

Teacher leader 1 was aged 43 years at the time of the study. She is a Bachelor of Arts, Higher Diploma in Education (HDE) and a Bachelor of Education Honours holder, with 18 years of teaching experience. She is a Xhosa speaking woman teaching IsiXhosa to Grade 8 and 10 classes. She is a senior teacher who is the subject head of languages at the school. Teacher leader 2 holds a Secondary Teacher Diploma, a Bachelor of Arts, Advanced Certificate in Education (ACE), (HIV/Aids in Teaching) and a Bachelor of Education Honours degree. She was 47 years old with 25 years of experience at the time of the study. She taught Life Orientation in Grades 8 and 9. Currently she is the chairperson of the counseling committee at the school and she is the senior teacher at the school. Teacher leader 3 was aged 49 years at the time of the study. She taught Life Sciences in Grade 10s and 11. She holds a Diploma in Education and an Honours degree in Education. She was a senior teacher and the treasurer of the SGB at the school. She was also responsible for monitoring nutrition and food distribution at the school.

The three teachers were selected because they each have distinct characteristics which made them an ideal case for studying. For instance, Teacher leader 1 had technical skills, more experience at work, a University Degree and teaching diploma. She was hardworking, innovative and she always aimed for excellence in her students. Teacher leader 2 had less

experience than Teacher leader 1. She was focused, patient and calm which were notable leadership characteristics that she possessed. Teacher leader 3 had vast teaching experience with a University Degree. As a mother of two she also had experience in leading her family. She was hardworking, dedicated and often motivated her students to succeed in their studies. She was also humble, tolerant, and punctual, organised and had good communication skills which made her an ideal case for researching.

3.5.3 Relationship between researcher and participants

At the research site I was not new to the school as I had done the pilot study the previous year. The teachers were very friendly and it was easy to associate with them. We had a very pleasant relationship and it helped me to choose my participants very easily. My relationship with this public high school contributed positively towards my research since I was able to acquire the relevant information through interacting with the participants who were the three chosen teacher leaders. The participants were free to express their views concerning management and leadership issues. Their responses were so overwhelming that I finished my data collection in the scheduled time. Since I had previously conducted a pilot study at the school for the coursework component of my degree, the participants were willing to participate in this research and they trusted me. This was indeed a positive move for me as I could identify teacher leaders based on their characteristics I had observed before. At the time of the study I was not working; I had enough time to spend with the teacher leaders. This gave me an opportunity to know them much better as we spent most of the time together.

3.6 Data gathering methods

In this study, I began to collect my data in April 2012 up until September 2012. Cohen *et al.*, (2007) define research methods as a range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation, for explanation and prediction. Yin (2008) is of the view that the “case study unique strength is its ability to

deal with a full variety of evidence - documents, artifacts, interviews, and observations”. Qualitative researchers typically rely on four methods for gathering information which are: participating in the setting, observing directly, interviewing in depth, and analysing documents and material culture (Patton, 2002 in Cresswell, 2012). These form the core of qualitative inquiry. In my study, the same methods of gathering data that were used in the original KZN case study project were developed and identified. As with the original study, the methods of collecting data I used were the survey questionnaire, a focus group interview, semi-structured individual interviews, self-reflecting journals and observations. I also use personal telephonic communication for clearing up some issues. Data gathering was done during the second and third school terms.

3.6.1 The school profile

A school profile includes a description of the school’s ethos, programmes and achievements. A school profile was used to gather baseline information for the study. Information such as the school type, learner enrolment, number of teachers and other general information about the school were obtained from the school profile (Appendix 1).

3.6.2 Questionnaire

The questionnaire was one of the tools I used for collecting data from the respondents. The reason behind using questionnaires was to get the baseline information about teacher leadership at the case study school. Leung (2001) defines a questionnaire as a booklet of standardised procedure, pre-coded and containing both closed-ended and open-ended questions; or it can be regarded as a data collection instrument that sets out questions to be asked in a formal way in order to produce desired information. Middlewood, Coleman and Lumby (1999 in Gumede, 2011, p. 50) argue that “questionnaires give time and space for respondents to consider their answer in privacy and their leisure time”.

Questionnaires given to all teachers at the case study school were aimed at getting the baseline information about leadership within the school and its distribution amongst the teachers (Appendix 2). The questionnaires, as one of the methods of collecting data, were given to all the staff members at the school and they were invited to complete the questionnaire at their own convenience, answer questions and also write comments. I issued out 42 survey forms, eight for the SMT and 34 for post level one educators. I collected back 38 forms, seven from the SMT and 31 from post level one educators and that was a 90% return rate. Also the cost and time involved in using questionnaires is less than with interviews hence, as a researcher, I received information faster.

3.6.3 Interviews

According to Cresswell (2012, p. 217), a qualitative interview occurs when “a researcher asks one or more participants general open-ended questions and records their answers”. Cresswell (2012) continues to say that open-ended questions help the participants to voice their experiences freely and create the options for responding.

Either structured interviews or semi-structured interviews are carried out in research. In this research I decided to use a semi-structured interview to obtain in-depth information from the participants (Appendices 3 & 4). I decided to use a semi-structured interview as a primary strategy for data collection as it is a flexible tool that allows the interviewer to use open-ended questions for prompts and probes into respondent’s initial responses to clarify views and allows the respondents to express themselves openly and freely (Cresswell, 2012). The open-ended interviews helped me to gain a deeper understanding of teachers’ attitudes, beliefs and ideas on teacher leadership and their initiatives to engage in leadership roles.

Initially the focus group interview was conducted, followed later on by the individual interview towards the end of the data collection process. This was done to allow the participants to freely express their views. Since semi-structured interviews are a flexible method of data collection, participants expressed themselves freely and this enabled me to

gather relevant sufficient data on teacher leadership thus arriving at valid conclusions. Also, sufficient data was obtained since semi-structured interviews enabled me to probe further by questioning the participants in-depth. My probing built on what I had read in their journals (see section 3.6.5). The semi-structured interview was focused to allow the teachers to comment on their leadership roles and the challenges they faced as they undertook different leadership roles in the school. During each interview, I listened attentively and made participants feel that their views were valued, as their responses helped me to understand their take on teacher leadership. Notes were also made during the interviews.

3.6.4 Observations

Cresswell (2012, p. 213) describes observation as “the process of gathering open-ended firsthand information by observing people and places at the research site”. Cresswell goes on to say the uniqueness of observation is that it offers the researcher an appropriate opportunity to record information as it occurs in a setting. Cohen *et al.*, (2007, p. 296) concur with Cresswell when saying that the distinct feature of observation as a research process is that “it offers an investigator the opportunity to gather live data from a naturally occurring social situation”. Foster (1996, p. 12) is of the view that “observation can provide detailed information about aspects of the school life which could not be produced by other methods”.

Observations were chosen as they gave me a chance to obtain information from each of the three teacher leaders doing their leadership enactment in each of the four zones according to the model of teacher leadership (Grant, 2008). During the data gathering process when I visited the school, I observed how the three teachers engaged in leadership roles at the school (Appendix 5). In all four zones, I observed various leadership skills portrayed by the teacher leaders such as their performance both in and outside the classroom, how they interacted and spearheaded community development and other extra-curricular activities. This method helped me to observe whether what the teacher leaders said during interviews was what happened in practice. Also the method allowed me to gather data from Zone 1 which was the classroom, Zone 2 which was to do with leading in curricular and extra-curricular activities within the school, Zone 3 which involved leadership of whole-school development initiatives

and Zone 4 which was concerned with leadership activities outside the school in the community. Spradly (1980 in Creswell, 2012, p. 212) is of the view that observation represents a frequently used form of data collection with the researcher able to assume different roles in the process.

3.6.5 Teacher's self-reflective journals

Self-reflecting journals were also used as a data collection tool in the study. Bell (1999 in Nene, 2011, p. 57) states that a self-reflecting journal can provide valuable information about patterns and activities “provided the subjects are clear about what they are being asked to do and why”. The three teacher leaders responded to questions set by me (see Appendix 6) through writing responses into their journals. As with the original study, the participants completed five journal entries over a period of five months. According to Wellington (2000 in Nene, 2010), journals provide an additional source of documentary data which can explore the experiences, activities, thoughts, behavior and perceptions of the informants. This means that participants provided their own versions and interpretations of their leadership during events and in certain situations in the institution. This implies that the journals were used to allow the three teacher leaders to self-reflect on their understanding of teacher leadership and describe how they exercised teacher leadership. Journal writing engaged the three teachers in a process of critique on their current beliefs and practices of teacher leadership (Nene, 2010). It was an appropriate method that allowed the teachers to use the process of writing to describe and explain how they felt about their enactment of teacher leadership at the school under study. Therefore this method of data gathering made it easier for me to obtain rich descriptions and answers that helped answer the research questions. The only challenge I encountered when using the journals was that one of the teacher leaders was very lazy with regards to writing so I had to be very patient with her.

3.7 Data analysis

Cohen *et al.*, (2007) state that data analysis involves organising and interpreting data so that it makes sense to the readers. Stake (2000) describes data analysis as a process of unlocking information hidden in the data that the researcher transforms into meaningful and useful information. Since the study was qualitative and interpretative in nature, the analysis process aimed at establishing how participants made meaning of a specific phenomenon such as teacher leadership by analysing their perceptions, attitudes, understanding, and experiences. Maxwell (2005. p. 95) argues that data analysis is “an ongoing process and should begin immediately after finishing the first interviews and continues as long as one is working on research”. Maxwell (2005) concurs with Coleman and Briggs (2002) who argue that data analysis “takes place throughout the entire research process” (p. 265).

Firstly before the data was qualitatively analysed, quantitative data analysis was conducted since a questionnaire was also used as a data collection instrument. Thereafter I embarked on a process of qualitative analysis. According to Cohen *et al.* (2007, p. 187), “qualitative data analysis involves organising, accounting for and explaining the data; in short, making sense of data in terms of participants’ definitions of the situation, noting patterns, themes, categories and regularities”. Data collected through all data collection methods was thoroughly read. When the data was read it was broken into themes and categories, in order to interpret them and elaborate on them. Similar ideas of each teacher were put together so as to identify the patterns and themes emerging from the responses of each of the three teacher leaders. Similar ideas were categorised or classified into one code. Conclusions were then made from interpretations from the patterns of categories emerging from the data. The model of teacher leadership (Grant, 2008) discussed in Chapter Two was used for analysing the data generated.

3.8 Validity of the study

Cresswell (2012) is of the view that “validating means that the researcher determines the accuracy or credibility of the finding through strategies such as member checking or triangulation” (p. 259). In this study, validity was enhanced by using a variety of research methods. This enabled comparison of findings of one data collection method with the other. Multiple methods of data collection allowed for triangulation to be done on research findings thus ensuring trustworthiness and validity of data generated. By using different data gathering techniques, I hoped that these techniques would complement each other; the weakness of the one might be the strength of the other. For instance, the use of interviews as data collection techniques has their own shortfalls hence quantitative data collection methods as well as observations complemented their weaknesses. The questionnaire data offered me broad descriptive statistics and my observations allowed me to ‘see’ how the teachers were leading and compare what I saw with what they said they did during the interviews.

3.9 Ethical considerations

Cresswell (2012) argues that during data gathering for a qualitative project, “a researcher seeks in-depth description of a phenomenon” (p. 230). He continues to say that the process requires high levels of trust and the information must be kept confidential. Patton (2002) in Cresswell (2012) highlights the following issues as highly important; reciprocity, assessment of risk, confidentiality, informed consent and data access and ownership. According to McMillan and Schumacher (in Gumedé, 2011), the main focus of educational research is placed on human beings therefore it is the researcher’s ethical responsibility to protect the rights and welfare of the participants. There were various ethical considerations that I adhered to when the study was being conducted. First and foremost, permission to conduct the study at the public school was sought with the school’s management (Appendix 7). Second, I was ethical in obtaining informed consent from my participants.

Third, I ensured that participants knew that participation in the study was voluntary and that they had the right to withdraw at any time (Appendix 9). Informing the participants of the true nature of the study enabled participants to make an informed decision whether to participate or not in the study. Fourth, participants as well the School Management Team was assured that the information obtained was strictly for academic purposes and would not be used for other purposes. Fifth, the information I obtained from the research participants was only used for this thesis and no other person besides me as the researcher had access to the information supplied by the research participants. Finally, anonymity of participants as well as the anonymity of the school was ensured. Thus, in this research I adhered to all relevant ethical principles of conducting scientific research.

3.10 Conclusion

This chapter presented the methodology and methods used in the study. An interpretive, qualitative approach was adopted in the study. The study was conducted in the form of a case study of the selected high school in Port Elizabeth where three teacher leaders were selected as the units of analysis. Various data collection methods were employed in the study. The methods or instruments used to collect data included questionnaires, a focus group interview, semi-structured individual interviews, observations and journal writing. These methods were used to explore the enactment of teacher leadership in the school and investigate the factors that enhanced or inhibited this enactment. A variety of methods for data collection were chosen so as to allow comparisons and triangulation of the data thus ensuring validity.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents and discusses the findings of the case study that was conducted on the topic of teacher leadership enactment. To remind the reader, the findings of this case study were in response to the following two research questions: (i) how is teacher leadership enacted in a township high school, and (ii) what are the enabling and hindering factors to the enactment of teacher leadership? The chapter focuses on the presentation of data and discusses the key findings of how the three primary participants enacted leadership and what enabled and hindered their leadership. To clearly capture how teacher leadership was enacted by these three teachers, I was guided by a model of teacher leadership developed by Grant (2008) which I discussed in Chapter Two of this thesis. This model offered me an analytical framework to determine in what zones my participants' enacted leadership and which roles they took up. To ensure a rich case study, and following the model of teacher leadership, I present data - qualitative quotations - relevant to my study. Besides the quotes, relevant literature is also used as evidence to support my findings and claims.

For ease of reading I have developed a key to indicate the various data sources from which the raw data is drawn:

Participants

Descriptor	Acronym
Teacher Leader 1	TL1

Teacher Leader 2	TL2
Teacher Leader 3	TL3

Acronyms used for data collections methods

Method	Acronym
Questionnaire	Q
Individual Interview	II
Focus group Interview	FGI
Journal Entry	JE
Field Notes Observations	O
Private telephone conversation	PTC
Survey Forms	S
Documents	D1 learner registration forms D2 learner profiles D3 school organogram D4 minute book D5 school budget

I have organised this chapter in the following fashion. I first introduce the research site – the school at which my three primary participants worked and include in this section how the staff members understood the notion of teacher leadership, by analysing the survey questionnaire on teacher leadership. I then introduce the three teacher leaders, my primary participants. Thereafter I present the findings in response to my first research question – how teacher leadership was enacted and I do this according to the four zones and six roles of teacher leadership as described in Grant’s (2008) Model of teacher leadership (hereafter referred to as The Model). Finally I also present the hindering and enabling factors to teacher leadership experienced by my participants in the case study school. I now move to the introduction of the research site. This is an important section of this chapter as it attempts to provide a picture of the culture of the school under which the teacher leaders operated.

4.2 The research site

The research site is a very big school. My field notes indicated that, at the time of my study, the school consisted of 30 classrooms, four multipurpose rooms (also used for teaching), two life science laboratories, one geography laboratory and two physical science laboratories. There were two consumer study classes known as kitchens. There was only one library which was not well equipped and not correctly used as a library. There was only one computer laboratory which was used by learners who were doing computer application theory; this meant that other learners were unable to use the computers for their school tasks and for computer literacy. This was a disadvantage for learners who had passed grade 12 but lacked the necessary skills of using the computer. In the administration block there was a big staffroom and offices for the School Management Team. The school was well fenced and the grass kept at a minimal height. The school environment made it easy for the teachers to control learners who wanted to bunk school after break and during teaching periods. Two gates were kept locked during school hours and the third one was controlled by a security guard. The community that surrounded the school was not a well-developed community. Houses were built with blocks with one or two houses in a row with a shack at the back. Crime and substance abuse were some of the challenges that impacted negatively on the learners from this community.

During the data generation period, the school had about 1250 learners. Analysis of documents such as the learner registration forms and learner profiles indicated that 70% of the learners were from homes that were struggling to make ends meet. Most of the parents were unemployed, doing temporary jobs or were employed as casual labourers. Many of the learners were taken care of by their grandparents, either because their parents were deceased or they were abandoned by their parents. Some of the learners were cared for by their foster parents or were heading their homes and looking after younger siblings. Despite the poverty stricken background, those parents involved were doing their best to get their children to go to school neatly dressed in their school uniforms.

Relationships with the parents were conducive to a positive working environment. Most of the days during the data generation period there were a number of parents who came to school to solve matters concerning their children. There was a fully functional Representative for Learners (RCL); each class was represented by two learners (JEI, TL2).

The school accommodated about 42 teachers with the principal at the apex of the school organogram followed by two deputy principals, five heads of department and 32 state paid teachers. Two educators were paid by the school governing body. I observed that educators did their best with a sense of pride. Some of the educators worked with learners during break time. It was not surprising to see learners coming to the staffroom during break for some clarification. I visited the three teacher leaders during their first periods and their register periods. I discovered that they spent about five minutes of their time instilling good behaviour in their learners and encouraging them to conduct themselves in an acceptable manner.

Documents like the minute book and the school budget indicated that there were sport kits and fields for various sport codes like soccer, netball, rugby and volley ball. A number of trophies were displayed in the principal's office, always reminding the learners and the

teachers of their successes. There was a school choir which had won the school some trophies during local and regional choir competitions. Professionalism was evident at the school in the way the teachers related to each other. The teaching staff was made up of people from diverse backgrounds. Whilst most of the teaching staff was South African there were a few teachers from Lesotho and Zimbabwe. Whilst the majority of the teaching staff was Christian, there were a couple of teachers of Muslim origin who observed their Ramadan culture.

4.3 Teachers' perceptions about teacher leadership

I distributed 42 survey forms, eight for the SMT and 34 for post level one teachers at the case study school. I managed to collect 38 forms back, 7 from the SMT and 31 from the post level one educators and that was a 90% return rate. The survey forms were used to investigate the perception of the staff about teacher leadership. The majority of teachers who participated in the school survey were between ages 30 and 50 years. Of the group, 81% were females and 19% males. The respondents were a group of experienced teachers with 79% having between 15 and 20 years of experience in the field of teaching. I divided their responses according to the positions they held; I start with the SMT and then move to the post level one teachers.

4.3.1 SMT perceptions of teacher leadership at the case study school

Of the SMT members, 86% supported the notion of teacher leadership. 86% of the SMT members believed that all teachers can take leadership roles. All the SMT members opposed the idea that not only the SMT members should lead. 86% of the SMT members agreed that teachers should be supported when taking on leadership roles. 100% of the SMT members supported the participation of teachers in whole-school development issues. All the SMT members agreed that they worked with other teachers in organising and leading reviews of the school year plan. From their perspective, they believed they promoted collaboration which is one of the cornerstones of teacher leadership. 100% of the SMT members were of

the opinion that they supported teachers in providing curriculum development knowledge to other teachers at their school and to other schools.

According to the SMT, the school culture is conducive for the development of teacher leadership. 100% of the SMT members had trust in teacher's abilities to lead and teachers were allowed to try out new ideas. 100% of the SMT members agreed that they allowed teachers to participate in the school level decision-making. All the SMT members agreed that adequate opportunities were created for the staff to develop professionally. According to the SMT the school was ideal for teacher leadership development. I now move to the teachers' perceptions about teacher leadership and see if they correspond or contradict with that of the SMT.

4.3.2 Teachers' perceptions of teacher leadership at the case study school

74% of the teachers disagreed with the opinion that only the SMT should make decisions at the school. 77% of the teachers agreed that all teachers can take a leadership role in the school. 97% of the teachers also agreed that teachers need the SMT support when taking on leadership roles.

Of the teachers, 81% agreed that they take initiative without being delegated. 100% of the teachers indicated that their leadership is grounded in the classroom as they all agreed that they reflect critically on their own classroom teaching. 54% of the teachers agreed that they participate in school decision-making. Only 45% of the teachers agreed that they give in-service training to colleagues, and 55% of the teachers agreed that they provide curriculum development knowledge to colleagues at school and 45% agreed that they provide curriculum development knowledge to other teachers in other schools. 84% of the teachers agreed that they set standards for learner behaviour in their classroom which confirms again that their leadership is grounded in the classroom. To enhance their leadership activities in the classroom, 84% of the teachers agreed that they keep up-to-date with the developments in teaching practise and their learning areas. From the above set of statistics, it appears clear from the survey data that there is a good correlation between the views of the teachers and the

views of the SMT. They both believe that all the teachers should participate in decision-making and that the culture of the school is promoting teacher leadership.

4.4. Introducing the three teacher leaders

This section is significant since it discusses the individual views and perceptions of the three teachers, my primary participants, on the topic of teacher leadership. In this section, I describe the character traits, skills, and knowledge of each teacher leader, highlighting the uniqueness of each as well as how they understood and described the concept of teacher leadership in the context of the secondary school in which they taught. Each teacher leader is described individually and I draw on their views and experiences of teacher leadership. I also refer to relevant literature on teacher leadership to support the argument I am building.

4.4.1 Teacher leader 1 (TL1)

Teacher leader 1 (TL1) is a 47 year old female. She has been married for 21 years and is blessed with two children, a boy and a girl. Her 19 year old daughter is studying logistics at Nelson Mandela Metropolitan University and her 15 year old son is currently in grade 10. TL1 has a Senior Teachers Diploma which is the basic diploma for teaching. She has a Bachelor of Arts degree and an Advanced Certificate in Education (in HIV and AIDS). She also has a Bachelor of Arts in Education.

At the time of the study, TL1 had 25 years of teaching experience at high school level. She specializes in teaching Life Orientation for grades eight and nine. She enjoys her experience as a teacher as she enjoys making a difference in her learners' lives and she feels good when her learners succeed in life. This motivates her to perform even harder in service to her learners.

Journal entry 4 showed that TL1 possesses some leadership skills such as communication, problem-solving and decision-making. These skills are referred to by Leithwood, Jantzi and Steinbach (1999) as ‘technical skills’ because they refer to information and the understanding one has about how to bring about leadership tasks. When asked what other skills she had, she reflected in her journal as follows:

I was one of the teachers trained by the General Motors of South Africa Foundation (GMSAF) in Peace Promoting Schools (PPS) and ACE (HIV/AIDS) programmes so that we could establish them in our schools. I specifically lead the parenting section, whereby we train the parents in parenting skills (JE1).

TL1 understands teacher leadership as teachers who are leading from within their classes and into the other spheres of the school. During the focus group interview, her response was that “teachers can lead even if they are not elected by the School Managing Team”. In her first journal entry, she wrote:

I think teacher leadership means a teacher that is able to participate in a range of activities that will bring about an improvement in that school. Someone who knows that his/her duty is not only about teaching in class, but also leads by example for the learners and possibly their other colleagues. This does not necessarily have to be someone in the SMT.

This shows that TL1 understands teacher leadership as she mentions a range of leadership activities not only confined to the classroom and she also mentions that leadership does not necessarily come with the position. This is in line with Grant’s definition of teacher leadership, which I referred to in Chapter Two:

Teacher leadership implies 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. It includes teachers working collaboratively with all the stake holders toward a shared vision of their school with a culture of mutual understanding (2005, p. 45).

4.4.2 Teacher leader 2 (TL2)

Teacher Leader 2 is a 43 year old married female teacher, who at the time of the study, had 18 years of teaching experience at high school level. She holds a Bachelor of Education Honours degree specialising in Human Development Education. She outlined in her first journal entry that the Human Development Education qualification helped her to become more effective in the classroom and has assisted her to work effectively with other teachers. In her journal she mentioned the values of being focused, patient and calm, which has enabled her to work very well in and outside the classroom and has gained her many leadership positions in the school. She wrote that:

Being calm is one of my personal qualities. When you are a calm person you have a focal point that is within you. With this characteristic you are in a better position to fully apply your mind to what you are confronted with at that particular moment. You don't easily get irritated or angered by any situation and you are in a position to think logically and positively. Calmness enables you to come up with good advice and suggestions (JE 4).

This quote indicates that TL2 values teaching and learning in and outside the classroom and describes how she has used her calmness to her advantage to address various situations she encounters. She was quite resolute that her governing role was focused on the classroom which she used to the advantage of her learners. TL2 understands teacher leadership as teacher involvement with other teachers, encouraging them to do things for the growth and development of the school. In her journal she wrote:

Teacher leadership should mean someone who can lead others or help others to do things that will have a positive impact on the growth and development of the school. It can be someone who shows leadership skills and someone who does things without being asked by management to do them (JE2).

Similar to TL1, TL2 believes that you do not have to be in a formal management position to lead and, in this way, both these teachers hold similar views to the literature and, in particular, Grant (2005) and Katzenmeyer and Moller (2001).

4.4.3 Teacher leader 3 (TL3)

Teacher Leader 3 is a 49 year old, married mother of two, a girl and a boy. She obtained a teacher's diploma, majoring in Afrikaans and Biology at Cape College of Education. She further studied at Nelson Mandela Metropolitan University (NMMU) doing a Bachelor's degree majoring in IsiXhosa. After doing her Honours degree she now specialises in teaching life sciences to grades 10 and 11. She has accumulated 24 years teaching experience. She enjoys teaching as she like to work with people, especially children.

TL3 is a very hard working and dedicated teacher who motivates new teachers at her school to always perform at their best (JE1). This indicates the nature and quality of the kind of teacher she is since new teachers derive a lot of inspiration from her moral support and encouragement. She enjoys teaching in such a way that she could not see herself doing another job besides teaching and this can perhaps be attributed to the number of years she had in teaching (II). In her view, this enabled her to deal with various people of different personalities and backgrounds. Data gathered during the individual interview and observations indicated that she is humble, tolerant, and punctual, organised, and has good communication skills. She said *“If you are working with others, you have to be tolerant as you will come across many people of different personalities”* (JE4). The data revealed that TL3 possessed general leadership skills **and** classrooms related skills. General skills included communication, problem-solving and decision-making which have enabled her to take various leadership positions in her school. TL3 is someone that, when tasked to do something, has done it to the best of her ability. She said that *“Punctuality means that if you are given a task you have to adhere to the due date. In order for you to work humbly with others, you have to be punctual and do things in an organised manner”* (II).

Moreover, TL 3 was of the opinion that:

Sometimes it is very good for someone to just initiate something, without being told or elected and believe in hard work and that work is just a noble thing which one should just do without being expected to be paid (II).

Teacher Leader 3 was convinced that being computer literate at her age had shifted her thinking in terms of leadership and management and developed her to understand her job better. However, the skill of being computer literate was meant to make her job easier, not necessarily that it was supposed to be an important skill to have. Living in a world where almost everything is being computerised, she outlined that being computer literate made her work simpler and helped her to get her learners to understand better. However she enthusiastically said she would like to further her computer skills. She said “*Being computer literate is one of the skills I have and would like to develop even further*” (JE4).

Teacher leader 3 understands a teacher leader as someone who has some leadership skills and someone who is willing to do things without being delegated the work. In her first journal entry she writes:

A teacher leader to my understanding means to be able to show leadership skills among other educators. To be able to help in your school without being delegated. To do work delegated to you without being pushed from behind. To honour the due dates. To volunteer yourself if you are capable of doing something. To help where there is a need even if you are not part of that group.

TL3 is an example of what Katzenmeyer and Moller write about teacher leaders, as stated in Chapter Two: “Teachers who are leaders, lead within and beyond the classroom, identify with and contribute to a community of teachers, learners and leaders, and influence others towards improved educational practice” (2005, p. 117).

From the above discussion it is evident that the three teacher leaders held similar views about teacher leadership, i.e. that someone can enact leadership duties without these being delegated to them. All three teacher leaders had a range of special skills which helped them to be outstanding in their work; skills like problem-solving, class management, communication and decision-making. They were all dedicated and hard workers.

4.5 The enactment of teacher leadership according to zones and roles

Having given a description of the three teacher leaders, I now move on to their enactment of teacher leadership. I have decided to organize this section according to the four zones of teacher leadership in Grant's (2008) model and discuss the enactment of teacher leadership by all three teachers within each of the four zones.

4.5.1 Zone One: Teacher leadership in the classroom as teachers' lead and manage the teaching and learning process

Date generated indicated the existence of teacher leadership in the zone of the classroom that is Zone One of the model. Role One in Zone One is where one has to continue to teach and improving one's own teaching. In this way teacher leaders become experts in their subject areas. All of the three teacher leaders showed strong leadership within the classroom. They believed that teacher leadership should be grounded in the classroom. This was evident through the thorough preparation they did for their teaching. For example, during my analysis of the teachers' portfolios where they keep their school work, there were lesson plans and term task schedules. I saw much evidence of exceptional planning and preparation. This is reflected in my field notes, "*In the master portfolios for TL1, TL2, and TL3 there were preparations, weekly and monthly planning. There was planning for the whole term*" (O, p. 17). Later in my field notes I wrote "Daily exercises and term assessments tasks were all in place. Assessment tasks were marked and marks were in the mark schedule" (O, p. 17). This was visible in the work of all three teacher leaders.

My observation during my visit to the school in the third quarter brought to my attention that the teachers' filing was promptly completed and the system well organized (O, p. 21). Planning (weekly, monthly, and annually) was vital to these teacher leaders as TL1 explained: "*When I plan I don't just do it for the sake of doing it. I do it in such a way that the other person can go through my work even if I am not there*" (II). TL2 concurred: "*Planning*

is very important, if you are a teacher it guides you on what to do on a daily basis. That is why I do not do things in a haphazard way though my time schedule is very tight” (FGI).

TL3 held a similar view when it came to planning. She explained as follows: *“I always plan so that I know exactly what to do in class. I don’t just go there and say a lot of unnecessary things wasting my time. I am always guided by my planning that is why I am never late with the syllabus”* (FGI). The notion of good preparation in good teaching and leading is supported in literature. Harris and Lambert (2003) argue that “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 (p. 44).

As evidence of strong teacher leadership in the classroom, my three teacher leaders used a variety of methods of teaching and prided themselves in being expert teacher leaders. For example TL1 explained:

I always use a number of methods when teaching because I am dealing with different learners. Some learners grasp things easily but others struggle so I am so patient with the slow learners because they need to pass at the end of the year. So that they do not become bored in the classroom I also take them for some exhibitions and games outside the classroom (II).

When I observed TL2, I noticed that she also used various methods for teaching. During one of my visits in her class she was revising the previous assessment with the learners. She marked the exercise with her learners and they went through the questions as they were marking. On my next visit, she was doing a new lesson but she started on what they already knew and continued to introduce the new lesson in an interesting manner and the learners were able to answer some questions based on what they already knew (O, p. 22). When I observed TL3, I saw that she used a learner-centred activity to stimulate learners as recorded in my field notes. When she was doing an experiment to test for starch on leaves, I observed that the learners were actively involved in the experiment. They collected the apparatus. Doing the experiment in groups, the teacher was busy moving from group to group to observe the progress. During the experiment, the learners recorded their observation. At the end of the lesson, learners reported their findings on the experiment they were doing (O, p. 23). In her

journal entry 3, TL3 wrote: *“I always mix my methods of teaching to help my learners understand much of the syllabus. I spend much time with them doing some experiments which they enjoy doing themselves. I also give them individual attention after school or during Saturdays”* (JE3).

Thus these teacher leaders were all experts in the classroom; they exemplified what Zimpher (1988, p. 54) describes as “an outgrowth of expert practice and expert knowledge”.

4.5.1.1 A conducive learning environment

In my field notes and observations I identified that the three teacher leaders placed much emphasis on creating an environment that was conducive to teaching and learning. In TL1’s classroom there were posters on the walls based on the subject she taught, that was Life Orientation. These posters showed changes experienced during the phase of puberty in a child’s life. There were diagrams showing study plans as part of her subject. There was also a corner library with a variety of books on the topic of Life Orientation and the learners were allowed to use the books under controlled conditions. One learner was responsible for giving out books to other learners and collecting them back after two to three days. TL1 also kept some tools for playing indigenous games. There were also some class rules pasted on the wall and learners were involved in their formulation (O, p. 5). TL1 also kept a first aid kit for her learners as they always needed it during their games and physical education (O, p. 5). In addition, TL1 during the focus group interview indicated that her classroom environment was very important - in fact she saw it as another method of teaching. She explained that *“Learners must be geared to learn by the environment in the classroom, and they must learn even if there is no teacher in front of them”* (FGI).

TL2 also had posters pasted on her wall and all were based on IsiXhosa as she was teaching it during my time at the case study school. She kept a variety of Xhosa books and encouraged her learners to read them helping them to learn more on that language.

On her classroom door it was written “*Wamkelekile kwigumbi lethu lesiXhosa*” meaning welcome to our Xhosa class and it was designed by one of her learners (O, p. 6). TL2 wrote in her journal that “*The classroom must always prepare the learners to learn. It must be clean so that they can learn cleanliness. It must be well ventilated and above all they must be eager to learn because their class says ‘We are here to learn’*” (JE3).

When observing TL3’s classroom, I noticed that she was not an exception from her colleagues concerning her classroom environment. She created an environment very conducive to learning. She had a number of posters based on Life Sciences on her walls. There were some indoor plants for her experiments. Tables and chairs were arranged in groups to facilitate group learning (O, p. 9).

4 5.2 Zone Two: Leading in curricular and extra-curricular activities

According to the model of teacher leadership, this second zone consists of three roles; Role Two (R2), Role Three (R3) and Role Four (R4). Role Two is about providing curriculum development knowledge within one’s school. Role Three is concerned with leading in-service education and assisting other teachers within one’s own school. Role Four constitutes participation in performance evaluation of teachers in one’s own school. All three teacher leaders showed strong leadership in all the roles in this zone.

4.5.2.1 Role Two: Providing curriculum development knowledge

All three teacher leaders provided curriculum development knowledge to their colleagues. TL1 received training on classroom management by General Motors South African Foundations (GMSAF) and, on her return to school, shared the new learning with her colleagues. She felt that the training was beneficial because most of the teachers received their training a long time before corporal punishment was abolished, and they needed to understand the new ways of managing a class without using corporal punishment (II). TL1

also indicated that in her LO department they had their subject meetings where they helped each other in the subject they were teaching (II).

TL2 helped other teachers with their understanding of the Curriculum and Assessment Policy Statement (CAPS). She explained during her interview that *“The new curriculum system introduced was fairly good, but the workshops done in the afternoons were not enough for them to understand the new concepts”*. During the individual interview she said: *“After the workshop I discussed the new developments with my colleagues in our department and came up with solutions of how to handle certain issues in the new curriculum”* (II). TL2, during her individual interview, said: *“We do team teaching, sharing activities and also help each other in teaching each other’s classes to help those who are having problems with the new system* (II). TL2 showed the evidence of leadership as it related to Role Two:

I had introduced a program of dealing with learners that have challenges. I received a positive and encouraging response from the principal. Some classes were blocked together to make it possible for me to meet more learners with challenges. If the learner needs help then I refer the learner for professional help (II).

TL3 provided extra-curricular leadership to other teachers. During her individual interview she indicated that she coordinated athletics. She trained her learners during the morning and in the afternoon for athletic practice and even on Saturdays. TL3 stated that during athletics she also provided the catering for the learners. In her journal she wrote:

During the athletics I help with catering for the athletes. First and foremost I have to know the number of learners participating in athletics, then calculate how much will be spent for each participant. All this needs your time and concentration because you are dealing with children and money (JE3).

TL 3, during her individual interview, said: *“I am involved with sporting activities which take place after school. I take the learners for practice after school and also in the morning for one hour practice before they come to school.”* (II).

4.5.2.2 Role Three: Leading in-service education and assisting other teachers within one's own school

The three teacher leaders enacted this role in the case study school. All three teacher leaders were involved in mentoring new teachers in their school. TL1 wrote in her journal that:

I like working with new teachers. I mentored and coached them as they were new in the field of teaching. We normally sit in on Saturdays and help the new teachers with the week and the semester work. I help them along, as the year goes, and work along with them until they can manage on their own (JE3).

TL2 said during the focus group interview that “most of the new teachers in my department depended on me for mentoring”. In her journal she wrote that “I normally collect a number of books and go through them with the new teachers and also give the new teachers advice on which ones are the best to use. I also guide them on things like planning and assessment”. (JE3). During her individual interview she indicated that “It has become a norm for me to become close to all the new teachers in my department so that I can mentor them in our culture of teaching and learning” (II).

Also a mentor, TL3 explained in her individual interview that:

When a new teacher arrives in my school, I make sure that the new teacher knows how to use the science kit and the science laboratory effectively. I also help the teachers on how to do some experiments with the learners. I ask the new teachers to go around to other schools with me as I am monitoring other schools on the subject. All the life science educators in my school are actively involved in team teaching (II).

4.5.2.3 Role Four: Participating in performance evaluation of teachers in one's school

All three teacher leaders participated in the performance evaluation of other teachers in their school. This was evident through document analysis I did at the school during the data generating period. Intergraded Quality Management Systems (IQMS) files showed that all the

three teachers were members of the school's Developmental Support Group (DSG) and therefore supported the teachers doing the same subject as them. My field notes indicated that they evaluated and assessed other peers in their subjects. I also observed that they did IQMS planning at the beginning of the year and set some dates for base line evaluation (O, p. 10). When analysing some documents on IQMS, I noticed that their IQMS files indicated that they wrote letters to inform their peers about the class visit and also requested the personal growth plan and personal assessment from their peers. My observation field notes indicated that during the first class visit which they did during the first quarter of the year, they advised their peers on the subject they taught and gave some assistance on problems that arose (DA).

During our telephonic personal communication, TL1 indicated that IQMS helped them to be experts in their fields because every year they evaluated themselves and corrected the errors committed, thus improving their teaching methods. TL2 during our telephonic personal communication indicated that IQMS helped them to work closely in their department of isiXhosa and it had helped them to trust each other and work as a group rather than as individuals. TL3 during our telephonic personal communication indicated that in her school they had emerged as a group of teachers which helped, guided, and mentored each other through IQMS. They had developed a sense of trust and collaboration and, as a result of this, their subject results had improved.

4.5.3 Zone Three: Teacher leaders leading outside the classroom in whole-school development

My teacher leaders did not only enact teacher leadership in Zone One and Zone Two, but they also showed leadership roles in Zone Three. My data revealed that the three teacher leaders were also working outside the classroom leading in areas related to whole-school development (Zone Three).

According to the model, there are two roles within this zone; organising and leading peer reviews of school practice (Role Five) and participating in school level decision-

making (Role Six). There was some evidence of teachers taking up leadership as they enacted these roles, more so in Role Five than in Role Six.

4.5.3.1 Role Five: Organizing and leading peer reviews of school practice in one's own school

Much of the evidence in relation to the role of organising and leading peer reviews of school practice related to the fifth and sixth indicators within this role. Teachers were involved in fundraising. TL2 and TL3 were involved in fundraising for the school. TL2 was fundraising for cleaning materials for her class. During the focus group interview she said, *“When the school was unable to give us the cleaning materials I managed to fundraise and bought some soap and polish for our class”*. TL2 also indicated that she worked with the hawkers in fundraising for the school: *“I requested them to pay some levy for selling at our school. I collected the money and it was added to the petty cash”* (JE3). TL3 also fundraised for the school for athletics so that they did not have to use the school funds. She also asked some companies to donate to their school. During the individual interview she said, *“I normally ask donations from companies like Coke where they donate drinks and Parmalat provide us with yoghurts, so we end up not buying everything”* (II).

TL3 was a site steward of the union during the data generating period. During the individual interview she said that *“As a site steward I am responsible for resolving problems of the union members in the site. I am also responsible for receiving the correspondence and convey the message to the union members”* (II). She indicated that being a site steward was not an easy job because she was acting as a mediator between the SMT and the teachers (JE3). This is an example of leadership within Zone Three, Role Five and Indicator Four.

4.5.3.2 Role Six: Participate in school level decision-making within one's own school

In this role there was not much done, very little evidence was available from the data collected. TL3 was responsible for drafting the school time-table. She drafted it during the December holidays and presented it in January when the school re-opened. If there were any clashes she altered the time-table without any difficulties. During her interview, she expressed her love and experience in drafting the time-table.

I always request my seniors to give me my extra work during the holidays, so that when we open each teacher knows what to do on the first day at work. If there are problems that need to be sorted I do that during the opening of the school. It is not time consuming because I correct the errors when I am waiting for the rotating learners to come to my class. When they arrive I put it aside and attend to them (TL3, II).

TL2 was elected to act as a principal from the month of August until the end of the third term. Their school was celebrating woman's month by recognising the role of woman and especially those who were not in management positions. In her journal she explained as follows:

Bear in mind that I didn't have any experience of being in a management position. I had to plan every day with the SMT starting with the assembly roster and the gate roster. At the gate we monitored the punctuality of both learners and educators. The task assigned to me by staff to be a principal was made very easy by the SMT. It was such a wonderful experience and I learned a lot from that duty. (JE2).

TL1 and TL2 identified some problems and came up with some resolutions which were examples of Role Six, Indicator Four. Most of the duties performed by the teacher leaders were in relation to their participation on and leadership of committees. TL1 was a member of the Teacher Learner Care (TLC) committee. She headed this group which dealt with learners with negative behavior at school. She explained during her interview that:

When teachers notice any negative behavior in learners they refer that learner to us for help. When we are unable to help we refer that learner for psychological help and when necessary refer the learner to social workers. Those that have the learning challenges are also referred to places of help where they can be helped (JE3).

She continued her explanation as follows: *“The most cases we deal with are mostly related with the use of drugs. Those suspected of substance abuse are sent to hospital for testing. We do this because we want them to stop the habit. We sometimes refer them for group counseling”* (JE3).

In her individual interview, TL1 said that:

As a committee we can decide on the punishment to be given to misbehaving learners. Those that have not committed serious crimes are given lighter sentences like picking the papers in the parking lot or cleaning the toilets or cleaning the grounds during break time. I observe them as they are serving their punishments (II).

TL2 was also a member of the disciplinary committee. In her interview she said *“We had to observe that the learners are not victimized by receiving heavy sentences for minor offences and we also observe the learners that they are serving their punishments to the end”* (II).

In addition, TL2 was on the environmental committee during the time of data collection. During her individual interview she said that, *“The major task of the committee is to make sure that the school is clean and neat. I was so excited after completing a task of renovating the toilets and I was working with the local municipality and the Department of Education”* (II).

4.5.4 Zone Four: Teacher leaders leading between neighbouring schools and into the community

In Zone Four, teachers leading between neighbouring schools and into the community, there is Role Two (R2) which is about providing curriculum development and knowledge across the schools. There is also Role Three (R3) which is about leading in in-service education and

assisting other teachers across the schools. Data collected revealed that all three teacher leaders enacted teacher leadership in Role Two in this fourth zone.

4.5.4.1 Role Two: Leading in curriculum development outside the school

All three teacher leaders were leading curriculum development outside their school. TL1 joined the Peace Promoting School (P.P.S) and was also a champion leader in parenting programmes. She explained as follows in her journal:

I was one of the teachers trained by General Motors South Africa (G.M.S.A) in peace promoting programmes so that we could establish them in our schools. I specially lead the parenting section where we train the parents in parenting skills. This is done after school during the afternoons (JE1).

In this above mentioned programme, TL1 was selected along with another two educators to take turns to teach learners how to create a peaceful environment and be peaceful beings. In her journal she wrote that “*As the head of the peer mediation project in school I invite volunteer teachers to meet, discuss, and share ideas on issues relating to learner behaviour*” (JE3).

TL2 exercised leadership outside the school for the purpose of community development. Data collected from her showed that she performed various tasks such as organising community events and she was the one responsible for coordinating new strategies, skills and approaches in the education system and, in particular, her subject isiXhosa. Her subject advisor advised and encouraged other educators that had problems to come to her for assistance. She stated that:

In my subject isiXhosa I usually help educators with the understanding of the new system for various workshops done in my district and the province at large. My subject advisor would advise and encourage other educators who have a problem with the new system to come to me for assistance (II).

This proves to be in line with Grant’s (2008) Zone Four of the teacher leadership model.

As another example of this role of leadership within Zone Four, TL3 was the cluster leader for Life Sciences in the Port Elizabeth district. She worked with five schools in her cluster. During her interview she explained that “*As a cluster leader I must convene the meeting and in those meetings we discuss curriculum issues like looking at the pace setters and then see if we are all at the same stage. We also discuss issues around the writing of the common paper*” (II). TL3 also acted as a liaising officer between the district office and the schools she was leading. She discussed their needs on Life Sciences and the problems they encountered with the subject advisor (II). During her individual interview she said:

I moved around five schools with other groups of teachers helping the cluster members having problems with Life Sciences. I have a mini lab which I carry around when attending schools that do not have a laboratory, and I do this during the weekends” (II).

The three teacher leaders demonstrated strong leadership across the four zones, even though it was not plain sailing. I now look at the barriers faced by the teacher leaders during their enactment of teacher leadership.

4.6 Barriers to teacher leadership

Literature on teacher leadership, as discussed in Chapter Two of this thesis, has indicated that teacher leadership is not without its problems. These barriers hinder teacher leaders from doing their jobs successfully (Rajagopaul, 2007). The data collected revealed that though teacher leadership was enacted in various zones and roles, teachers experienced a number of barriers to their leadership. These included lack of time, overload, teachers as barriers, and the School Management Team as a barrier to teacher leadership.

4.6.1 Time and overload for teacher leaders

Leithwood, Jantzi and Steinbach (2000) argue that “teacher leadership is inhibited by the lack of time” (p. 117). My research site was not an exception in this case as all the teacher leaders complained about the lack of time.

TL2 complained about overload and the large numbers of learners they had to deal with. In her journal she wrote:

There is a lot of administration work that you have to do besides teaching. There are also large numbers of learners in our classes that make it difficult to give individual attention to learners. Time does not allow us to do all the work and we end up using our own time like the weekends (JE1).

TL3, during the focus group interview, indicated that time was her enemy. She used the weekend for sport training and for teaching at other schools when attending problems of the cluster members in Life Sciences. In my field notes I wrote that “*Most of the time I see teachers who stay after school, including the three teacher leaders. When I asked them why they always stay after school, they told me that with the little time they have they won’t be able to finish the work allocated to them*” (O). These teacher leaders also needed extra time to work outside the classroom. Field Notes I wrote from my observations revealed that “*Saturday classes were used mostly by the three teacher leaders to do extra work like the project of cleaning the school by TL2, working with other teachers by TL3 when attending problems of the cluster members and also for sport activities*”(O, p. 11) This is expressed by Katzenmeyer and Moller when saying “Without common planning time or sufficient time within school days, they may meet on weekends or evenings on their own time to do the necessary preparations and coordination of efforts” (2003, p. 111).

4.6.2 Teachers as barriers to leadership

TL2 during focus group interviews indicated that even fellow teachers displayed an attitude towards those who did extra work for the school. *“Sometimes if you are asked to help you will find out that some people will say that you are being a show-off or you want to be loved by the SMT. Those are some of the things that make you feel bad and really those people are pulling you down” (FGI).*

TL3 indicated that she had a similar experience to that of TL2: *“People will always say that you like to show-off, if as a teacher you always come up with something new, teachers will call it your thing” (II).* She continued to explain how that attitude was shown by both post level one educators and the SMT: *“If you suggest something, both level one educators and the SMT will scrutinise the person coming with the idea. If the idea is not coming from a favourite person or someone holding a higher position, then you won’t be supported” (II).* TL2 indicated that when she was organising a Christmas party for their cleaner and the caretaker, some educators refused to contribute towards this event saying that the two people concerned should save money for their Christmas. In her journal she wrote:

In our school we have our administration cleaner. She has a very pleasant personality, respectful to all of us, young and old. I first approached the female staff members to contribute for our cleaner for groceries and money since she does not get a 13th cheque from the SGB. The ladies welcomed the idea and they said we can make a Christmas box for her full of groceries. We also decided to take canned food from our homes. This was our token of appreciation for what she was doing for us. The female staff members asked me to take the idea to the whole staff including the male staff. I introduced the idea to the staff as a whole. Some male staff members welcomed the idea. Some refused to contribute saying she should learn to save her money for December. I felt so bad about their decision (JE2).

TL3 indicated that it was not easy to introduce something new because of the negative attitude from the teachers.

There are times when you wish you can have something like a burial society maybe. But how are you going to table it because you will find that we undermine each other. You will find that people look at the person and say that it

is not their own idea. Even if they like the idea, because of the speaker they won't support it. At times like that it is not easy (II).

4.6.3 School Management Team as a barrier to teacher leadership

Harris and Muijs (2003) concur with Katzenmeyer and Moller when saying the success of teacher leadership lies within the SMT, that if teacher leadership is to flourish the SMT should create a collaborative culture. The SMT of the research site did not create a collaborative culture at all; instead they side-lined the teachers and made their own decisions without consulting or including them in decision-making. TL2 in her individual interview indicated that they, as teachers, were not considered by the SMT. They were not involved in decision-making.

The SMT does the work. You will hear from the briefing in the morning that there are going to be interviews from the language department. Only the principal, deputy and the HoDs are involved in issues like that. Post level one teachers are not involved (II).

TL2 when asked about decision-making, responded by saying,

It's so hard during these years because we don't make decisions. We used to have something like team building workshops where we table our views and we decide on what we would like our school to do. We talked a lot in those workshops. We have a lot of good ideas, but when it comes to implementation they are not implemented. Sometimes we feel like our views are neglected, and we feel demoralised. We end up saying just let me teach the learners and go (II).

TL1 concurred: *"Things have changed here. Our views are not taken into consideration. Other people have decided not to contribute anymore. Our ideas are not considered at all"* (II). She continued to say that *"Sometimes you will see something done, and you will hear the colleagues asking each other about what is happening and you will find out that some people don't know just like you. The SMT take their own decisions"* (II). TL2 concluded by contending that *"Lack of transparency is still one of the key factors that lower the morale of the educators. We should at least be made aware of the basic day to day running of the school and not be surprised when something has to be implemented"* (II.)

TL3 had a similar view, she said: *“Favouritism is still a problem around our school. Problems are solved by the SMT only and we are not involved.”*(II).

Middlewood and Lumby (1998) argue that “effective leadership encompasses the inclusion of all relevant stakeholders in determining the vision for which the leader assumes stewardship” (p. 106). The principal at the research site did not include all the relevant stakeholders; he made his own decisions without consulting his staff. Data revealed that the principal used the autocratic way of leadership. TL2 indicated that there were further incidents which illustrated the autocratic rule by the principal. Recalling the incident she said:

We had a problem of teenage pregnancy and it was getting out of hand. We had some nurses who would have liked to come and do a campaign in our school on teenage pregnancy as a pilot school. We set the date aside for the nurses to come and do the campaign. Even the learner welfare department told us that there will be nurses dealing with teenage pregnancy. We were so happy for the event to come to our school because the problem of teenage pregnancy was already out of control. We agreed in a staff meeting that all the girls will attend the programme. In grade 12 we have more pregnant girls. We thought that if they get the message there will be a change. We all decided that it will be all the grades but to our surprise on the day of the campaign the principal refused for the grade 12 class to attend the campaign. In that day I lost faith in him. He cannot be trusted if he can change his decision at any time when he feels like doing that. (II).

TL3 indicated that *“Most of the time it’s a top-down situation, where subordinates have to listen to the authoritarians. Sometimes we are given a chance to voice our views but ultimately the principal will decide on what is to be done”* (JE1). Little (2000) argues that the top-down management structure in schools is a major barrier to the development of teacher leadership. Indeed it was the case in this school.

All three teacher leaders confirmed that there were some no-go areas in their school. They all confirmed that they were not consulted about things like the employment of a new teacher even if it was in their own subject area. TL2 confirmed that the principal could change a decision taken in a meeting and no one would be bold enough to face him (II).

Having examined the hindering factors in the case study school, in the next section I now look on the factors that promoted teacher leadership.

4.7 Factors that promoted teacher leadership

My research found that there were very few enhancing factors to teacher leadership in the case study school. Teacher leadership was not taken up by the school as an organisational phenomenon and very few of the individual staff members wanted to lead. My three teacher leaders were thus the exception rather than the norm. They loved their teaching, were determined and very willing to do the extra work, despite the negative response they got from the rest of the staff. The school can be considered as an example of restricted teacher leadership according to Harris and Muijs (2007) and authorised distributed leadership, (Gunter, 2005 in Grant, 2008)

4.8 Conclusion

This study has discussed and presented the research findings with regard to the two research questions that is (i) How teacher leadership was enacted in a high school in Port Elizabeth (ii) What the factors were that hindered or enhanced the enactment of teacher leadership. While the questionnaire data, which represented the views of the entire teaching staff, indicated that teacher leadership was supported and successfully practiced in the school, the qualitative data sets provided a very different picture. The combined findings of the study suggest that teacher leadership was actually restricted in the school because of a number of barriers and very few enhancing factors. In the next chapter I present the summary of the findings, the recommendations and the conclusion.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the main findings based on the research questions posed for this study. Conclusions and recommendations are also presented. Conclusions in this chapter are based on the findings revealed by the data generated. My conclusions are applicable to the three participants in relation to their own context; therefore the findings cannot be used for generalisation. I present the recommendations for further research studies on teacher leadership as it is still an emerging concept in South Africa.

To remind the reader, this study at Rhodes University was part of a group research project with each of the nine researchers in the group having his/her individual case study. It was a replication of a project conducted at the University of KwaZulu-Natal in 2010. This Rhodes study, like the original multi-case study, looked at the enactment of teacher leadership and the factors hindering or promoting this enactment. Since it was a replication study, the same methodological design which was a case study, the same tools, and the same research questions were used. The original multi-case study involved 11 case studies of teacher leadership. The studies were conducted in seven schools and one Further Education and Training College (Grant, 2010). In my case, I examined three teacher leaders as they enacted teacher leadership in a township high school in Port Elizabeth. While my original plan was merely to replicate the original study, I was also able, at the end of the research process, to compare my findings with that of the original case study project conducted in KZN (2010). I now move to a cross case analysis of the key findings.

5.2 A cross case analysis of the findings

I responded to the first research question by looking at the enactment of teacher leadership in the case study school according to the zones, roles and indicators of teacher leadership using Grant's Model (2008). Data generated revealed that all three participants operated as leaders in all the zones of the model but to varying degrees. The zones were explained in the previous chapter but, to reiterate, the first zone of the model indicates teachers leading in the classroom. The three teacher leaders were all excellent in their enactment of teacher leadership in Zone One. They all showed strong leadership within the classroom. They were very close to the learners they taught; caring for them, guiding and giving extra lessons to those who could not learn fast.

They did much preparation for their teaching; lesson plans were ready for the whole term. Term tasks were prepared before their due date. These teacher leaders employed a variety of teaching methods to cater for different learner capabilities. I observed that they used learner-centred methods, organised exhibitions and executed experiments. The environment in their classes was conducive to learning. Class rules were pasted on the walls so the learners were aware of what was expected of them. Teaching materials were easily accessible and included plants for experiments and posters which were all made visible. Charts and diagrams were also pasted on the walls and used as teaching aids. TL1, the Life Orientation teacher, kept a first aid kit in her classroom and stored some tools for indigenous games. TL3, the Life Science teacher, had charts, diagrams, posters, indoor plants and a mini mobile science laboratory in her classroom. In Zone One, all three teacher leaders' enacted leadership in Role One, Indicators One, Two, Three, Four, Six and Seven.

Data generated revealed that the three participants provided curriculum development knowledge to their colleagues, demonstrating leadership within Zone Two of the model. TL1 received training on classroom management and shared that knowledge with her colleagues. All teacher leaders also held subject meetings to help each other with the subjects they were teaching. They helped each other with CAPS understanding. They were also involved in team teaching, sharing activities and teaching in each other's classes according to their

expertise. They also shared disciplinary activities like looking for the cause of the disciplinary problems rather than rushing to punish. All three teacher leaders were involved in coaching the new teachers in their field of teaching. They were all involved in performance evaluation of other teachers. In addition, they were members of the Developmental Support Group (DSG) for their colleagues. They were all responsible for evaluating, developing, and assessing their peers in their subject areas. In Zone Two, teacher leaders enacted leadership in Role Two, which is providing curriculum development knowledge within one's own school. They did team teaching, took initiative in subject committee meetings, and also attended DoE curriculum workshops after which they took their new knowledge, with critique, back to school staff. TL3 also showed leadership in Role Two mentioned above in extra-curricular coordination which is Indicator Six.

The three teacher leaders all showed leadership in Role Three, which is leading in in-service education and assisting other teachers within one's own school. They showed leadership in Indicator One which involves forging close relationships and building rapport with individual teachers through which mutual learning takes place. They also showed leadership in staff development initiatives, peer coaching, mentoring and inducting and building skills and confidence in others. In Role Four, teacher leaders showed leadership by engaging in IQMS activities such as peer assessment and informal peer assessment. TL3 also showed leadership in moderation of assessment tasks.

All teacher leaders served on committees which meant enacting teacher leadership in Zone Three, leading outside the classroom in whole school development. Teacher leaders were involved in fundraising, sport activities, time-table drafting, feeding scheme management, and financial management. Most of the duties in this zone were committee related and were delegated to these teacher leaders by the SMT or their peers. They served on committees like the disciplinary committee, conflict management team, cleaning committee, sport committee, finance committee, and environmental committee.

In Role Three where teacher leaders are involved in whole-school development issues, teacher leaders showed leadership formally and informally mediating and, in addition, TL3 was a union representative at the site. TL1 and TL2 were involved in problem identification and resolution and conflict resolution. TL3 was involved with school-based planning and decision-making as she drafted the school time-table.

However, the SMT intervened in this zone and generally dominated the leadership practices which meant that the teacher leaders were not very involved in whole-school decision-making. Grant and Singh (2009) had similar findings where the involvement of teacher leaders in decision-making was almost non-existent in Zone Three. Grant and Singh (2009) argue that in their case study schools “the power to lead was firmly located within the SMT and leadership was delegated to a group of teachers they selected as having skills and experience to lead” (p. 299). This too was the case in my study.

The three teachers in my study enacted leadership in Zone Four of the model. TL1 was involved in parenting programmes, training parents on parenting skills. She also trained teachers in other schools on how to create a peaceful environment. TL2 and TL3 helped teachers in other schools by conducting workshops on CAPS programmes and teaching across the cluster. To sum up this section, TL2 and TL3 showed leadership in Role Two, Indicator One. TL1 showed leadership in Role Two, Indicator Two and TL3 showed leadership in Role Two, Indicator Four. Only TL3 showed leadership in Role Three, where she was a cluster leader and presented workshops for teachers in other schools.

Rajagopaul (2007) indicates that teacher leadership is not without its barriers. Teacher leaders encountered a number of barriers as they enacted teacher leadership in the case study school where school based decision-making was managed in a hierarchical manner and a top-down communication system dominated the school. Teachers were not included in whole-school decision-making as this was seen as the prerogative of the principal and SMT. My findings revealed that teachers were also seen as a barrier to teacher leadership because they did not collaborate with the teacher leaders. Time was seen as another real barrier as all three teacher

leaders complained about time constraints. Harris and Muijs (2007), in their study of three schools in England, identified time as one of the barriers for teacher leaders. In response to this real barrier to teacher leadership, Harris (2004) argues that teachers should be given time to work together for the development of the school.

5.3 Theorising the key findings

Having done a cross case analysis of the three teacher leaders I now locate the findings within the distributed leadership theory. I use Gunter's theory (2005 in Grant, 2008) which was discussed in Chapter Two. In this theorisation, distributed leadership is authorised, dispersed and democratic (Gunter, 2005 in Grant 2008, p. 87). Furthermore, the categorisations of teacher leadership by Harris and Muijs (2007) are useful in relation to my study. They argue that teacher leadership can be categorised into developed, emergent, and restricted teacher leadership.

Teacher leadership in my case study school can be classified as restricted under the umbrella of authorised distributed leadership. At the research site, the school operated hierarchically with the school principal at the apex of the school organogram working alone or with other SMT members. Communication systems were top-down and one-way. Staff members were not allowed to volunteer for any leadership duties despite their expertise, unless they were delegated duties by the SMT. The SMT intervened in Zone Three of the model of teacher leadership, and generally dominated the leadership practises. The culture of the school did not allow teacher leadership to manifest itself much; instead it hindered the development of teacher leadership. Collaboration was not a norm in the school and other teachers were sometimes not prepared to work with the teacher leaders. This is contrary to the idea of Leithwood, Jantzi and Steinbach (1999) who state that collaboration and collegiality are essential for teacher leadership to develop.

5.4 Comparing the key findings with the original case study

According to Grant (2010), the UKZN multi case study on the enactment of teacher leadership revealed that teacher leadership was restricted in four schools (a rural primary school, a rural secondary school, a township high school and a semi-urban primary school) and one FET College. In these cases, teacher leadership was restricted to Zones One and Two. Matters concerning whole school evaluation and decision-making were in the hands of the SMT within an authorised distributed framing. In one school in the study (a semi-urban primary school) teacher leadership was evident across all four zones and was classified as emergent. There was evidence of dispersed distributed leadership in relation to the enactment in Zone One and Two, while authorised distributed leadership was evident concerning the enactment of teacher leadership in Zone Three and Four. Only two schools in the study were classified as successful in relation to the enactment of teacher leadership. In both schools teacher leadership was enacted across the four zones (Grant, 2010, p. 5).

In my case study school, my three teacher leaders enacted teacher leadership in Zones One and Two. In Zone Three they served in committees and they were elected by the SMT or other staff members. They also enacted teacher leadership in Zone Four. In this regard I can conclude that teacher leadership in the research site was restricted under the framework of authorised distributed leadership. In my case study school, teacher leadership was not a norm but the activity of a few. The results in the case study school were similar to those of the four schools in the original study where teacher leadership was restricted to Zone One and Two. Having compared my findings with those of the original multi-case study, I now move on to offer recommendations for research.

5.5 Recommendations for further research

My research study tried to find out how teacher leadership was enacted in a township high school as well as what factors hindered or promoted this enactment. In this section, I identify some gaps which can be filled by further research studies. First, research on teacher

leadership in South Africa is still a growing concept under the umbrella of distributed leadership. This means that more researchers are required to uncover more about the field. I have identified that teachers are reluctant to take up leadership, either because of the attitude of other teachers or the culture of the school that hinders the practise of teacher leadership. In this regard, researchers can find out the ways that can encourage teachers to become leaders.

Second, the culture of the school can also become another research question as many scholars have identified it as a hindering factor. Many present-day principals served as teachers during the apartheid regime where the education system operated in a hierarchical and autocratic way. When these teachers came into principal positions they, without thinking, practised the same type of leadership which was practised by their superiors when they were teachers. Transformation in the mind-set of principals and teachers is very vital in this regard, where principals became ready to share leadership roles and teachers became ready to take up some leadership roles.

Third, studies can be done to compare the enactment of teacher leadership in urban schools and rural schools, and also in schools that are well resourced and those which are poorly resourced. Studies to find out if teacher leadership can contribute to learner improvement can also be conducted. Since teacher leadership is a very good practise with benefits, schools can be encouraged to practise it. I now make a few recommendations as to how I think that teacher leadership should be encouraged in schools.

5.6 Recommendations for practice

The findings of my case study revealed that the three participants in the research site were exceptional, despite teacher leadership not being the norm in the school. It is the role of the SMT to encourage teachers to participate in leadership roles. Scholars like Grant (2005), Katzenmeyer and Moller (2001) and Muijs and Harris (2007) reveal that teacher leadership benefits not only those who practise it but also the entire school. If the SMT does not allow teacher leadership practise, that school will face a number of problems for instance low pass

rates. Also teachers who work as individuals do not grow professionally or do not help other teachers to grow professionally. I have already mentioned that teacher leadership is a growing concept in South Africa. The South African Department of Education needs to run a workshop for the SMT about the concept of teacher leadership and encourage principals to relinquish power in order to allow teacher leadership to develop. This can be done if principals receive knowledge on more democratic ways of leadership like distributed leadership.

Katzenmeyer and Moller (2001) argue that some structural changes are essential for teacher leadership to take place. These structural changes include time management, organisation of teaching and learning, utilisation of resources and involvement of teachers in decision-making. My participants complained about the lack of time and overload.

It is the role of the SMT to make sure that teacher leaders are supported and given enough time to do the duties allocated to them to avoid failure. Teacher leaders can also be supported by reducing overload. This can happen if the SMT stops giving teacher leaders all the jobs which are mostly not favoured by the SMT.

In my case study, teachers were not supported by the SMT, and it was only their love for the job which kept them going. They were expected to meet deadlines without proper support from the SMT. In the school, these three teacher leaders were the only ones practising teacher leadership because of the autocratic style of leadership practised by the school principal. Principals should be willing to share power with all the staff members and teacher leadership should be a norm in schools, not the practise of a few. This can be done by establishing a flatter school structure replacing the hierarchical structure in schools (Grant, 2005). Katzenmeyer and Moller (2003) argue that, to achieve this distribution of power, a culture that is collegial must be established. Bush (1994) ascertains that it is vital for the principals to use collegial theory which is referred to as “the official model of good practise” (p. 38).

Lastly I think that teachers need to be encouraged to take up some leadership roles. According to Harris and Muijs (2007) teachers are also leaders, not only in the classroom but also outside the classroom (Katzenmeyer & Moller, 2003). Grant (2008) concurs with the idea that teachers are leaders in the classroom and beyond. Therefore I am in accord with the above scholars that teachers should support each other, mentor and encourage each other towards good practise. Harris and Muijs (2007) argue that it is crucial to work in collaborative ways to generate knowledge and transfer knowledge.

5.7 Conclusion

In conclusion, literature on teacher leadership confirms that teachers who do not hold any formal management positions can lead which means that teachers are also leaders. I align myself with the above scholars that teachers are also leaders and that in every school there is a sleeping giant of leadership (Katzenmeyer & Moller, 2001) waiting to be awoken. The leadership role played by the teacher leaders in my case study school was not only vital to them but the whole school benefited. A number of successes were visible like improved learner behaviour, improved pass rates, cooperation by some staff members and good relations between the school and the community they served.

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APPENDICES

APPENDIX 1: TEACHER LEADERSHIP ENACTMENT 2013

SCHOOL PROFILE

○ Name of the school-----

○ School type

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

○ Learner Enrolment

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

○ Number of teachers (including the SMT)

0-5		6-10		11-15		16-20		21+	
-----	--	------	--	-------	--	-------	--	-----	--

○ Number on the SMT

1/2		2		3		4		5		5+	
-----	--	---	--	---	--	---	--	---	--	----	--

○ Years of service of the principal at the school: _____

○ Teacher / learner ratio: _____

○ School Quintile

1/2	2	3	4	5
-----	---	---	---	---

○ What is the medium of instruction?

English	Xhosa	Afrikaans
---------	-------	-----------

○ Pass rate: 2010 _____ 2011 _____ 2012 _____

○ Classrooms:

Block	Bricks	Prefab	Mud	Other
-------	--------	--------	-----	-------

○ General Condition of facilities: -----

○ General cleanliness: -----

○ Is the school fenced? Yes/No

○ Does the school have the following:

List	Yes/No	Comment
Hall		
Offices; how many? For whom?		
Library		
Laboratory		
Sports facilities/sports kits		
Sports fields		
Staff room		
Feeding scheme		
Other		

○ Does the school fund raise? Yes /No

○ List the fundraising activities-----

○ Learner attendance :

Poor		Satisfactory		Good		Excellent	
------	--	--------------	--	------	--	-----------	--

- What is the average learner drop-out rate per year? -----

- What are the possible reasons for the learners drop out? -----

- Does the school have an admission policy? Yes/No

- Is the vision and mission of the school displayed? Yes/No

- What is the average distance that learners travel to school? -----

- Have there been any evident changes in the school community since 1994? Yes/ No. If yes, explain. -----

- If there is a staffroom, what notices are displayed on the walls?

- Describe the seating arrangements in the staff room? _____

- How visible is the school timetable? _____

- How often are assemblies held and who runs them? -----

○ What is the relationship between the school and the unions? -----

○ How professional are the teachers?

	Excellent	Good	Fair	Poor
Punctuality				
Discipline				
Attendance				
general commitment				

APPENDIX 2: TEACHER LEADERSHIP ENACTMENT 2013

QUESTIONNAIRE

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	
--------	--	---------	--	----------	--	--------	--

7. Period of service in current position

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 To be completed by post level 1 teachers AND the SMT

I believe:	4	3	2	1
1. Only the SMT should make decisions in the school.				
2. All teachers can take a leadership role in the school.				
3. That only people in positions of authority should lead.				
4. Teachers should be supported when taking on leadership roles				

B. 2: To be completed by post level 1 teachers ONLY.

	4	3	2	1
1. I take initiative without being delegated duties.				
2. I reflect critically on my own classroom teaching.				

3. I organise and lead reviews of the school year plan.					
4. I participate in in-school decision-making.					
5. I give in-service training to colleagues.					
6. I provide curriculum development knowledge to colleagues in my school.					
7. I provide curriculum development knowledge to teachers in other schools.					
8. I participate in the performance evaluation of teachers.					
9. I choose textbook and instructional materials for my grade/subject/learning area.					
10. I co-ordinate aspects of the extra-mural activities in my school.					
11. I co-ordinate aspects of the extra-mural activities beyond my school.					
12. I set standards for learner behaviour in my school.					
13. I design staff development programmes for my school.					
14. I co-ordinate cluster meetings for my subject / learning area.					
15. I keep up to date with developments in teaching practices and learning area.					
16. I set the duty roster for my colleagues.					

B.3: To be completed by the SMT ONLY

	4	3	2	1
1. I work with other teachers in organising and leading reviews of the school year plan				
2. I encourage teachers to participate in whole-school decision-making				
3. I support teachers in providing curriculum development knowledge to other teachers in my school				
4. I support teachers in providing curriculum development knowledge to teachers in other schools				
5. I provide teachers with opportunities to choose textbooks and learning materials for their grade, subject or learning area				
6. I work with other teachers in designing staff development programmes for the school				
7. I include other teachers in designing the duty roster				

B.4: To be completed by post level 1 teachers ONLY

My school is a place where:	4	3	2	1
1. The SMT has trust in my ability to lead.				
2. Teachers resist leadership from other teachers.				
3. Teachers are allowed to try out new ideas.				
4 The SMT values teachers' opinions.				
5. The SMT allows teachers to participate in school level decision-making.				
6. Only the SMT takes important decisions.				
7. Only the SMT takes initiative in the school.				
8. Adequate opportunities are created for the staff to develop professionally.				
9. Team work is encouraged.				

B.5: To be completed by the SMT ONLY

My school is a place where:	4	3	2	1
1. The SMT has trust in educators' abilities to lead.				
2. Teachers are allowed to try out new ideas.				
3. The SMT values teachers' opinions.				
4. The SMT allows teachers to participate in school level decision-making.				
5. Only the SMT takes important decisions.				
6. Only the SMT takes initiative in the school.				
7. Adequate opportunities are created for the staff to develop professionally.				
8. Team work is encouraged.				

Thank you for your time and efforts!

APPENDIX 3: TEACHER LEADERSHIP ENACTMENT 2013

FOCUS GROUP INTERVIEW

Spend the first part of the interview outlining the project and explaining our expectations of the teacher leaders. Also talk about the subjective role of the researcher in the process, as well as all the ethical issues. Make them feel as comfortable as possible and try to get them excited about the research!

1. Talk to me about leadership. What does the word ‘leadership’ mean to you? Who do you think is involved? (Principal/SMT etc) Why?
2. Have you ever come across the term “teacher leadership”? If yes – explain, if no, what do you think it is?
3. Is it happening in this school? How would one recognise it? What examples of teacher leadership can you think of?
4. When you think of yourself as a teacher leader, what emotions are conjured up? Why do you think you feel this way? What do you suspect is the cause of these emotions?
5. Imagine yourself as a teacher leader in a perfect school! What support would you have to enable you to lead (probe culture/ SMT/other teachers etc.)? Do you think any of this exists in your school?

Thank you!

APPENDIX 4: TEACHER LEADERSHIP IN ACTION: 2013

TEACHER LEADER INDIVIDUAL INTERVIEW

This interview will be loosely structured and based on the reading of the journals of the teacher leaders. Questions cannot therefore be planned at the outset of the project but will emerge as the research progresses. Questions may also differ from the one teacher leader to the other.

However, broadly speaking, we would like to ascertain during this interview, the following:

1. the personal attributes of these teacher leaders
2. the zones and roles that teacher leaders are engaged in
3. the conditions affecting teacher leadership, i.e. the enabling and constraining factors.

APPENDIX 5: TEACHER LEADERSHIP IN ACTION 2013

SCHOOL OBSERVATION SCHEDULE

○ **Background information on the school**

- Name of the school
- Number of learners
- Number of teachers
- Number of SMT
- School Quintile
- Subjects offered
- What is the medium of instruction
- Pass rate 2010 _____ 2011 _____ 2012 _____
- Classrooms: Block ___ Bricks ___ Prefab ___ Mud ___ Other _____
- Does the school have the following:

○ List	○ Yes (describe)	○ No
○ Library	○	○
○ Laboratory	○	○
○ Sports facilities/sports kit	○	○
○ Soccer field	○	○
○ Netball field	○	○
○ Tennis court	○	○
○ Cricket field	○	○

- School fenced Yes/No
- Does your school fund raise? Yes/No
- 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? Yes/No
- Is the vision and mission of the school displayed? Yes/No
- What is the furthest distance that learners travel to and from school?.....
- Have there been any evident changes in your community after 1994? Yes/No, if yes explain.

○ **Staffing**

- Staff room- notices (budget), seating arrangements.....
- Classroom sizes (min).....(max).....
- Pupil-teacher ratio.....

- Offices- who occupies
etc.....
- Staff turnover- numbers on a given
day.....
- School timetable visibility: Yes/No
- Assemblies- teachers' roles
.....
- Unionism-break-time,
meetings.....
- Numbers in staff male: female
ratio.....
- Years of service of principal at the school.....
- Professional ethos

	Excellent	Good	Fair
Punctuality			
Discipline			
Attendance			
General behaviour			

APPENDIX 6: TEACHER LEADERSHIP IN ACTION: 2013

TEACHER LEADER JOURNAL ENTRIES

Journal Entry 1 (15 – 19 July 2013)

1. Tell me a little bit about yourself:

- Name
- Age
- Gender
- Years of experience as a teacher
- Qualifications
- Which subjects do you teach and which grades
- Do you enjoy teaching? Yes/No/Mostly/Occasionally. Why do you say so?
- Describe your family to me.
- Anything else you would like to share.

2. Tell me a little about your school:

- i. What is your experience of your learners and the surrounding community?
- ii. What is your experience of the teaching staff?
- iii. How would you describe the culture of your school; in other words, ‘the way things are done here’?

3. I have identified you as a teacher who has demonstrated leadership in the school.

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 have been able to take the initiative/introduce a new initiative in your school.

Journal Entry 2 (22 -26 July 2013)

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 (29 July – 02 August 2013)

Can you tell a story/describe a situation in each of the following contexts when you work/have worked as a teacher leader:

1. In your classroom
2. Working with other teachers in curricular/extra-curricular activities
3. In school-wide issues
4. Networking across schools or working in the school community

Journal Entry 4 (05 -09 August 2013)

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 (12 -16 August 2013)

1. Go back to your third journal entry and read through your comments. Reflect on the examples of teacher leadership that you wrote about. With these experiences in mind:

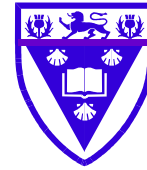
- i. What factors enabled you to lead in these various contexts?
- ii. What factors hindered your leadership in these various contexts?
- iii. How do you think teacher leadership can be promoted in your school?

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

THANK YOU FOR YOUR TIME AND EFFORT!

APPENDIX 7: REQUEST FOR PERMISSION TO CARRY OUT RESEARCH STUDY



RHODES UNIVERSITY
Where leaders learn

EDUCATION DEPARTMENT

Tel: +27 (0) 46 603 8384

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PO Box 94, Grahamstown, 6140

E-mail: c.grant@ru.ac.za

14 March 2013

TO WHOM IT MAY CONCERN

Request for permission to carry out a research study

We have a group of 9 part-time Master of Education students in the field of Educational Leadership and Management at Rhodes University, Grahamstown, South Africa who are presently engaged in a research project which aims to explore the enactment of “teacher leadership” in schools in the Eastern Cape. In this regard we request that you allow the students access to their selected schools in order to carry out their research.

Please feel free to contact us at any time should you have any questions you would like answered. Our details are as follows:

Yours sincerely



Dr. Callie Grant

Tel: 046 6037508

Email: c.grant@ru.ac.ca



Prof. Hennie van der Mescht

Tel: 046 6038384

Email: h.vandermescht@ru.ac.za

APPENDIX 8: LETTER TO THE PRINCIPAL

No 30 Sonic Close Str

Sherwood

Port Elizabeth

To: The Principal

Douglas Mbopa S.S. School

N.U 2 Mother Well

Port Elizabeth

Eastern Cape

South Africa

Dear Mr. Bottorman

Request for permission to carry out a research study

I am a part-time Masters of Education student in the field of Educational Leadership and Management at Rhodes University, Grahamstown, South Africa. I am presently engaged in a research project which aims to explore the enactment of “teacher leadership” in schools in the Eastern Cape. In this regard I have, for the purpose of convenience, selected your school for my research study which I plan to do from April to end August 2013. I would like to work with you as the principal and 3 post level teachers in your school.

I also need to address the staff once to put them in the picture and also give them some short questionnaires. As part of this research I also need to observe at least two staff meetings as

well. I will also request to observe the teacher leaders in their classrooms and in any other areas that they may be exhibiting leadership. Further to that I will need them to keep a journal as part of data collection. I would also like to peruse any documents that you may have related to the enactment of teacher leadership.

Please note that this is not an evaluation of performance or competence of your teachers. I undertake to uphold the autonomy of all participants and they will be free to withdraw from the research at any time without negative or undesirable consequences to themselves. In this regard, participants will be asked to complete a consent form.

It is against this background that I am requesting your permission to conduct a research study at your school. Please feel free to contact me at any time should you have any queries or questions you would like answered. Attached please find a copy of the confirmation letter from my supervisors, Prof. Hennie van der Mescht and Dr. Callie Grant who can be contacted as follow: Hennie Tel: 046 6038384 email: h.vandermescht@ru.ac.za and Callie Tel: 046 6037508 email: [c.grant@ru.ac.ca](mailto:c.grant@ru.ac.za)

Yours faithfully

.....

Miss Fani P.P

APPENDIX 9: LETTER TO TEACHERS

No 30 Sonic Close Str

Sherwood

Port Elizabeth

6021

Enq: Miss Fani P.P

Cell: 082 8410 210

Dear Mr/Ms.....

Invitation to take part in a research study on teacher leadership

I am sending this invitation to you as a teacher who might be interested in participating in a research study. I am a part-time Masters of Education student in the field of Educational Leadership and Management at Rhodes University, Grahamstown, South Africa. I am presently engaged in a research project which aims to explore the enactment of “teacher leadership” in schools in the Eastern Cape. In this regard I have, for the purpose of convenience, selected Douglas Mbopa S.S.S for my research study which I plan to do from April to August 2013. I would like to work with you to conduct research to explore this enactment of “teacher leadership” and work closely with you to extend the boundaries of our knowledge on this enactment.

I will request you to allow me to make some observations in your classroom and any other areas where teacher leadership is enacted. I would also need your kind cooperation in keeping a journal which will be guided by me.

Please note that this is not an evaluation of your performance or competence. I undertake to uphold your autonomy and will be free to withdraw from the research at any time without

negative or undesirable consequences to yourself. In this regard, you will be asked to complete a consent form.

It is against this background that I am humbly inviting you to participate in the research study at your school. Please feel free to contact me at any time should you have any queries or questions you would like answered.

Yours faithfully

.....

Miss Fani P.P (Researcher)

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 Teacher Leader

Date

.....
.....