

RHODES UNIVERSITY

EDUCATION DEPARTMENT

**Developed teacher leadership in a township high school:
An interpretive case study**

A thesis submitted in partial fulfilment of the requirements for the degree of

MASTER OF EDUCATION

Educational Leadership and Management

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Declaration

I, Daisy Mary John, hereby declare that this thesis is my own work, and it has not been submitted for any study in any other university. I have acknowledged the work of others used in this thesis as quotes and referrals, their names appear in the list of references at the end of this thesis.

Signature:

.....

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ABSTRACT

South Africa's future success depends on a number of national priorities, amongst them the transformation of its education system. Education is the best route to follow to alleviate poverty and many other social ills. One way to overcome some of the complex challenges and crises that we face in South African schools is to pay attention to issues of leading and leadership, including the leadership of teachers. This study is done with the hope that research into teacher leadership will be one of the answers to the crisis in education. It should become a beacon of hope for all educationists who passionately want progress in the youth of South Africa. What better way than to 'Awaken the Sleeping Giant' of teacher leadership, borrowing the term from Katzenmeyer and Moller (2009).

This study was designed as a case study, the purpose of which was to find out about the enactment of teacher leadership in an Eastern Cape township high school as well as the enhancing and hindering factors to this enactment. This study was done as a replication study of a similar study done by a group of 11 Master's students at the University of KwaZulu-Natal in 2010. Similar to the original study, this case study was located within the interpretive paradigm and drew on school profiling, survey questionnaires, a focus group interview, self-reflective journals and individual interviews for its methods of data collection. The study was framed by distributed leadership while Grant's (2008; 2012) Model of teacher leadership was adopted as the analytical tool.

It emerged from the data that the three teacher leaders, my primary participants, exhibited teacher leadership across all four zones of Grant's (2008) Model. The first zone was leadership in the classroom where all three teacher leaders showed leadership to varying degrees. Zones Two to Four are about leadership beyond the classroom into the school and beyond. In Zone Two, the zone where teachers work with each other and the learners outside the classroom, substantial levels of leadership were enacted by the three teacher leaders. Zone Three, where leadership is exhibited in whole-school development, the three primary participants showed distinct leadership qualities as well. The fourth zone, which is about interaction with

neighbouring schools, also revealed that all three teacher leaders demonstrated active leadership on a regular basis. Findings further revealed that there were only a few inhibiting factors to the leadership of teachers at the case study school, including limited resources and infrastructure as well as insufficient support and acknowledgement from the relevant stakeholders when leadership initiatives were made, either successfully or otherwise. However, the enhancing factors superseded the inhibiting factors. A functional committee culture guided by a shared vision existed in the case study school together with an ethos of trust which enabled the staff to work collaboratively. Though there was certainly room for improvement in leadership practices at this case study school, the enactment of teacher leadership in this school illustrated a strong case of 'developed' teacher leadership (Muijs & Harris, 2007) within a dispersed leadership framing (Gunter, 2005).

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CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

The purpose of this study is to explore the enactment of teacher leadership in the Eastern Cape Province in South Africa. During the first year of my Master of Education degree, I did a pilot research project as part of the coursework component of the degree. It was on the topic of leadership in general. As I analysed the data, I learnt more about the varying areas of leadership that could occur at schools. My interest was particularly piqued in the area of teacher leadership as it seemed so critical to the transformation of schools and yet the least visible area of leadership practice. Furthermore, I learnt from the literature that teacher leadership was under-researched in South Africa. Further discussions enlightened me to a study carried out by a group of 11 Masters Students at the University of KwaZulu-Natal (UKZN) in 2010. They carried out a study on the enactment of teacher leadership in KwaZulu-Natal and the enhancing and hindering factors to this enactment. I was interested in finding out about teacher leadership in the Eastern Cape and comparing my findings to the studies done in KwaZulu-Natal. As it was a comparison that I ultimately wanted to achieve, I decided to replicate their study. The notion of teacher leadership as a possible practice in South African schools was interesting as it was an area being studied and practiced in the international context and successfully so.

This chapter aims to provide a synopsis of my study. First, I discuss the background and context of the study. Second, I give a brief outline of leadership and management in the South African context. Thereafter I examine the rationale for the study and consider the replication of the UKZN study. I then summarise the methodology adopted and thereafter say what the theoretical framing is. I end the chapter with an outline of what the following chapters are comprised of.

1.2 The background and context

I now consider broadly the landscape of education in South Africa.

1.2.1 The landscape of South African education

A historically well documented fact is that challenges of education in South Africa began with the introduction of Bantu Education in 1953 under the Bantu Education Act of 1953. The apartheid state took over control of black education and thus removed the function of the church in education (Kruss, 2002). The church was very active in providing education. The term apartheid was invented for the “new form of government that emerged in South Africa in 1948” (Kallaway, 2002, p.1). The major impact of the 1953 act was to separate educational facilities along racial lines (Collins, 2015). The schooling system became highly segregated. The gaps that were created between the black and so called white schools were huge. The *Task Team Report on Education Management Development* (South Africa. Department of Education [DoE], 1996), says of this that “South Africa emerged as a peculiar mixture of centralisation and racial/regional devolution” (p. 21).

South Africa has gone through major educational reforms both in the pre and post-apartheid years. With the advent of democracy in 1994, the post-apartheid government “inherited the most unequal societies in the world” (Jansen & Taylor, 2003, p.1). However, *Education in South Africa: Achievements since 1994* (DoE, 2001), hails the “demise of apartheid” (n.p.) as a victory for both democracy and human rights. Though the abolition of apartheid was a victory, it required a huge transformation to close the chasm between the fragmented education systems. Many initiatives were launched to redress the past inequalities of the pre-democratic era. Nineteen former education departments were rationalised into a central education department and into nine provinces (Lemmer, 2004). The first ever official policy document in education was the White Paper No. 1(1995) entitled *South Africa: First steps to develop a new system* (in Lemmer, 2004). According to Lemmer (2004), this policy introduced the notion

of an integrated system of education and training under the constitution. Ultimately this led to the creation of the *South African Schools Act* No. 84 of 1996.

According to Lemmer (2004, p.10):

This historic legislation redressed the imbalances in state schooling brought during apartheid education. It provides for the democratic transformation of schools and the setting up of uniform norms and standards for the organisation, governance and funding of schools.

The government at the time, according to Collins (2015), increased the funding for Bantu education. However, she adds that funding did not keep pace with the increasing population. This meant that the black schools were under-resourced. Even to this day, in my experience, despite the efforts of the government, the formerly disadvantaged schools still remain under-resourced.

At the dawn of democracy in 1994 there was so much hope in the bright future that awaited South Africans, especially those who had suffered in the hands of the apartheid oppression. A democratic system was introduced only after the elections that were held in 1994 and Nelson Mandela was elected as the first black president of South Africa. The new dispensation brought with it many complex realities that needed to be addressed.

During the pre-apartheid era, a top-down approach to leadership existed in the majority of schools in South Africa. This grounded the notion of leadership as being positional, authoritarian and hierarchical in nature. Principals and teachers were at the receiving end of top-down management structures. In this system, as stated in the *Task Team Report on Education Management Development* (DoE, 1996), direct instructions were given by departmental officials and it was taken as the way things were to be implemented in schools.

During the post-apartheid era in South Africa, the new national education department inherited a lot of complex systems from the apartheid legacy. None of these systems historically encouraged staff and students to take responsibility for what was taught and learnt. The report mentioned above –the *Task Team on Education Management Development* (South Africa, DoE, 1996) states that, during the democratisation process, there was a policy shift towards decentralising decision-making in schools. Furthermore, quoting from the report it says:

Changing South Africa's education and training system is only possible if there is harmony between the vision for transformation and the day-to-day realities of those working in the system (p.17).

These shifts in policy encourage more participatory decision-making in schools which allows the emergence of teacher leadership (Grant, Gardner, Kajee, Moodley & Somaroo, 2010). However, participatory leadership among the teachers was seen as lacking, especially in decision-making, according to the findings of studies done by Grant and Singh (2009), Nene (2010) and Moonsamy (2010).

South Africa is a middle-income country which has been seen as the worst performing of many of the low-income African countries (Spaull, 2013) which Spaull refers to as an “ongoing crisis” (Ibid., p.3) in South African education. Though in recent years there has been some improvement in the results and policy changes towards bettering the system, the situation remains, according to reports, “dire and consistent” (Spaull, 2013, p.3). It is appalling to note that the teachers of Mathematics and Science in the rural schools of South Africa fair very badly as compared to their counterparts in many other African countries, a sentiment raised by Jansen(2010) and Spaull (2013). The Department of Basic Education (DBE) as the DoE had been renamed in 2009, has tried addressing these problems by introducing the *Curriculum Assessment Policy Statement* (CAPS), the *Action Plan to 2030* as well as *Annual National Assessments* (ANA) in Grades 1 to 6 and 9.

In order for schools to become successful and effective, it is important that better learning opportunities are provided. In order to achieve better learning opportunities, Bush, Kiggundu and Moorosi (2011) suggest that leadership and management are vital areas to be improved.

To get schools to perform better, both principals and teachers need to get involved in the transformation process. Principals, generally, needed to go through a process of changing mind-sets from bureaucratic leadership styles instilled during the apartheid era to more collaborative styles of leadership. Leithwood, Jantzi & Steinbach (2006) contend that school leadership is almost as important as classroom practices in improving pupil performance (cited in Bush *et al.*, 2011). They go on to conclude that there is not a single documented case where a school has succeeded in turning around pupil performance in the absence of adequate leadership. This is a powerful claim which supports my argument that leadership and, in particular, teacher leadership are central to the transformation of schools. In response, the South African DoE, in an effort to redress the lack of leadership in schools, introduced the Advanced Certificate in Education (School Leadership) from 2007 - 2009 (Bush *et al.*, 2011). This certification, unlike many university certifications, was practice-based. The reason for choosing this route was, according to Bush *et al.*, (2011) because it was found that many principals had accredited qualifications but no real application thereof.

International literature suggests that the cure for school leadership is distributed leadership as a theoretical framework. Under the umbrella of distributed leadership, the main focus is on teacher leadership. According to Harris and Lambert (2003), teacher leadership may be described as a model of leadership in which teachers at all levels of a school have an opportunity to lead. This then means that all teachers have an opportunity to exhibit their leadership qualities. Martin (2007) adds that teacher leadership occurs at two levels, the formal and the informal. At the formal level, teachers show leadership qualities when they are assigned a responsibility or when they volunteer. At the informal level, teachers lead in the classroom where they provide a successful learning environment. In the book, *Awakening the Sleeping Giant: helping teachers develop as leaders*, after reviewing literature and from experience, Katzenmeyer and Moller, (2009, p.6) distil the essence of what teacher leaders should be:

Our definition is teacher leaders lead within and beyond the classroom; identify with and contribute to a community of teacher learners and leaders; influence others toward improved educational practice; and accept responsibility for achieving the outcomes of their leadership.

This makes clear the formal and informal leadership roles played by teacher leaders. They lead within the classroom in a formal role and also outside the classroom in their informal roles. Leadership roles are not bound within a classroom but are applied to the whole development of the school in line with the vision of the school community. Katzenmeyer and Moller (2009, p.2) cite Lambert (1998) adding that leadership must be “embedded in the community as a whole”.

Teacher leadership in the South African context is:

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 respect and trust (Grant, 2008, p.88).

Central to this expanded vision is the idea that teachers are also leaders who can bring about change in their schools (Lieberman & Miller, 2004). Acknowledging the fact that when a teacher takes an initiative it will lead to a positive impact and also create change, this really is leadership which is empowering. In a study carried out in KwaZulu-Natal by Grant *et al.*, (2010) it was found that teachers felt that they were not fully acknowledged as leaders. To achieve the transformation envisioned in the *Task Team on Education Management Development* (South Africa. DoE, 1996), teacher leadership needs to be understood as an organisational phenomenon and encouraged in educational institutions such as schools. By helping teachers recognise that they are leaders, by offering opportunities to develop their leadership skills, and by creating school cultures that honour their leadership, I agree with Katzenmeyer and Moller (2009) that we can awaken the ‘sleeping giant’ of teacher leadership. When teachers are recognised for the work they do and are appropriately rewarded, they will be able to carry on with a similar trend and develop their abilities.

A core idea within the literature is the values and attitudes of teacher leaders. According to Sergiovanni (2003), “the task of the leader is to create a moral order that bonds both leader and followers to a set of shared values and beliefs” (p.9). A moral order in this context means that things get done even when the leader is not watching. In many instances teachers respond to situations within a school altruistically, where there is very little thought about what they gain

out of it personally. Traditional leadership theory assumes that we are driven by self-interest rather than being motivated by other reasons residing in the complex human nature which is “a sense of what is morally good” (Sergiovanni, 2007, p.42). Katzenmeyer and Moller (2009) further add that the notion of the principal as the only leader is evolving into a clearer understanding of leadership roles that teachers must take if our schools are to be successful.

I believe that giving teachers the room to develop their leadership skills will lead to a great change because they are in touch with the school at grass-root level. Teacher leaders are “in a unique position to make change happen” as they are “close to the ground and have knowledge and ability to control the conditions for teaching and learning in schools and classrooms” (Lieberman & Miller, 2004, p.12). The intention of developing teacher leaders is “because we believe it will improve the learning and life chances of all our students” (Harris, 2009, p.6). This echoes what Gunter (2005, p. 70) puts so well:

Leadership is not so much about futuristic visions led by charismatic role incumbents but rather about educational issues that teachers are handling every day in their work with pupils and their colleagues.

This brings me to the rationale of my study. The rationale is personal as well as academic, supported by what I have already discussed.

1.3 Research problem

I go on and discuss the rationale for the research.

1.3.1 Rationale for research

During the course of the ELM contact sessions conducted at Rhodes University in 2012, the concept of teacher leadership was introduced. It was fairly new terminology to me - terminology given to a concept that I have seen partially in action. I say partially because

teacher leadership has rarely been given its rightful place in the schools in which I have worked. Personally, I agree with the sentiment that “all research is researching yourself” (Walford, 2001, p.98); the contact sessions led to a great deal of introspection into my experience as a teacher over the past 30 odd years. I have lived and worked in several African countries: Tanzania, Kenya and Lesotho. Since 1993, I have worked in three different schools in the so called ‘disadvantaged’ school communities of South Africa. It got me thinking about how I as a teacher have shown leadership in the schools I worked. Note, I say ‘worked’ because it was never just teaching that I did at school. This led to the interest in the topic of teacher leadership and particularly in how it is enacted. Paraphrasing what Gunter (2005) said in *Leading Teachers*, I wanted to ask my own questions and conduct research from what I knew from my own practice and from the practice of others’ through planned data collection, dialogue and reading. I wanted to explore if the leadership in a school enhanced or hindered the growth of teacher leadership. On reviewing literature on teacher leadership for the purpose of this study, it further confirmed my opinion about the plausibility of it becoming a cure to the leadership gaps seen in the schools.

The rationale for this study was to build on and extend the study on teacher leadership carried out in KwaZulu-Natal (KZN). Teacher leadership within the South African context has been researched mainly in the KZN province. The studies in KZN have revealed that the notion of teacher leadership was predominantly practiced in the classrooms rather than in other areas of the school (Grant *et al.*, 2010). This meant that teacher leadership was not so widely accepted or practiced in schools. In spite of the several national and local policies which tried to address the discrepancies of the past, the legacy of patriarchal and hierarchical relations prevails in the system (Grant, 2005). According to the findings of Grant *et al.*, (2010) in KwaZulu-Natal power to lead and manage schools remained centralised with the School Management Team. This indicates that the participation of teachers in the decision-making processes was minimal.

A later KZN study on the enactment of teacher leadership was carried out as a multi-case study by a group of Master of Education students at UKZN. Thus, while a number of studies on teacher leadership emanated out of the province of KZN, the subject of teacher leadership has not been widely researched in the Eastern Cape, so we as a Masters group of nine Rhodes ELM

students decided to replicate the study done by the UKZN student group. We envisaged that, after our individual Eastern Cape case studies were completed, there would be the possibility of comparisons across the two provinces. It is understood that “researchers report their cases as cases, knowing that they will be compared to others” (Stake, 2000, p. 444). This research would broaden our knowledge of teacher leadership in the Eastern Cape. This study was done as a replication so there is the possibility of better generalisation, as suggested by Lindsay and Ehrenburg (1993), “the result is not a flash in the pan” (p.220).

1.4 Methodology and theoretical framework

A case study methodology within the interpretative paradigm was used to carry out this research. A case study, according to Yin (2012), is time and context bound. The case was the school where I am working. The unit of analysis was the leadership of the three teacher leaders I had selected through purposive sampling. It was a convenience based sampling as the study took place at my own school. Similar to Moonsamy (2010) as expressed in her thesis, I was acutely aware of the importance of context in any study on teacher leadership, because of the potential of teacher leadership as an organisational phenomenon. I needed to capture the enactment of teacher leadership within the context of the school and how the context influenced the enactment.

The aim of this research was to gain insight into the enactment of teacher leadership and possible hindrances or enhancing factors in its enactment. In line with the original study, the following two research questions guided my study:

- How is teacher leadership enacted in a township high school in the Eastern Cape?
- What factors enhance or hinder this enactment?

As with the original study, the theoretical framework for my study was distributed leadership as theorised by Spillane and his colleagues (see Spillane, Halverson & Diamond, 2004; Spillane, 2006). In addition, Gunter’s (2005) characterisations of distributed leadership as

authorised or dispersed and democratic were also useful in my study. These characterisations, in conjunction with Grant's (2008) Model of teacher leadership, formed the lens through which I analysed the data.

1.5 Concluding comments and outline of the thesis

This chapter has provided an overview of the study. I have provided the reader with a discussion on the background and context of the study as well the rationale for my research on the topic of teacher leadership.

In Chapter Two, I provide a detailed discussion on the review of literature I studied. The chapter first discusses the concepts of leadership and management and draws a distinction between the two. Thereafter it presents a discussion and critique of distributed leadership as the theoretical framework. Teacher leadership, the focus of the chapter, is then discussed and critiqued.

In the third chapter I describe the research methodology as well as the details of the design of the research. I consider each of the tools used for data collection and discuss the limitations encountered.

Chapter Four is a discussion of the findings which emerged during the process of data analysis. In this chapter I was able to assess the extent of teacher leadership enactment in the school and analyse the enhancing factors as well the barriers encountered in this enactment.

Chapter Five, being the final chapter, closes the discussion with a cross case analysis of the findings. In this chapter I also include a section where I compare the findings of the UKZN study to my study. I then critique Grant's (2008) Model of teacher leadership which was used

as one of the theoretical lens as well as the analytical tool. I also consider the limitations of the study and include possible areas for future research.

I now go on to the literature review in the next chapter.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter is a review of literature relevant to the topic I have researched which, in the main, is about the enactment of teacher leadership. I also consider the theoretical framework through which this study was conceived. Whilst this chapter draws on international literature pertaining to teacher leadership, the emphasis of this literature review will be in the South African context taking cognisance of the fact that this society has a “dominant facet of our traditional political culture. Colonial culture is by nature authoritarian” (Ramphela, 2008, p.111). In South Africa, schools have traditionally been hierarchical and authoritarian in nature as a legacy from the apartheid era (Williams, 2011). Twenty years into independence, my experience suggests that schools have made some strides in transforming their leadership practices into more democratic and distributed forms. However, the picture of leadership in South Africa is not all that rosy; in the words of Jansen (2011, p.166) “even to the most disinterested observer of South African society, it is clear that our country has a crisis of leadership”. He laments that there is a crisis of leadership in all spheres of our society including the field of education. One way to address this crisis in the field of education, I believe, is to introduce teacher leadership into schools. In first world countries teacher leadership “has emerged as a new buzzword for how to cure schools” (Troen & Boles, 1994, p.40). In South Africa, the concept is an emerging phenomenon and becoming of interest to researchers (see for example Grant, 2006; Moonsamy, 2010; Nene, 2010). Very little literature has been published outside the borders of South Africa on teacher leadership beyond a few Masters theses, especially in the Namibian context (see for example Hanghuwo, 2015; Zokka, 2013; Uiseb, 2013; Nauyoma, 2011). Teacher leadership has been largely under-researched in most of the other African countries.

However, in order to get a better understanding of the concept of teacher leadership, I begin this chapter with defining the terms leadership and management, terms which are sometimes

used interchangeably. I then discuss distributed leadership which is the theoretical framing in which teacher leadership is situated. The literature on teacher leadership is then comprehensively discussed, including its enhancing and hindering factors. This chapter would be incomplete without a critique of the literature in order to point out the weaknesses and gaps in the literature.

I begin with a discussion of the concepts of leadership and management because it lays the groundwork for the further discussion on distributed leadership theory.

2.2 Defining educational leadership and management

In South Africa, according to the Department of Education's Draft *Policy Framework on Education and Management and Leadership Development* (n.d.), educational leadership is:

the capability and capacity of the principal and his/her leadership teams to guide the school and those associated with it in the agreed strategic and developmental direction with regard to context; to ensure a culture of high expectation, continuous improvement and accountability to all stakeholders (p. 3).

Management, on the other hand, is:

the capability and capacity to plan, operationalise and monitor management structures to ensure the efficiency and effectiveness of the school through the day to day administrative and systems processes which underpin leadership and school improvement (Ibid.).

In spite of the two definitions above which show these concepts to be distinctly different, Coleman (2005) argues that leadership and management are overlapping concepts and, in the context of the (United Kingdom) UK argues that leadership is seen as the most important concept while management relates to operational matters. In contrast, the term 'administration' is preferred over management and leadership in the United States, Canada and Australia (Bush, 2003). Cuban (1988 in Bush, 2003) believes that leadership is about influencing others while managing is about effectively maintaining the current organisational arrangements.

For the purposes of this study, and in line with the thinking of Coleman (2003), I work from the premise that educational management is primarily concerned with administrative processes and structures in the school. It is concerned with a pre-programmed and laid out set of goals such as management of resources, its purpose being to keep the school running like a well-oiled machine. For Bolam (1999), educational management is “an executive function for carrying out agreed policy” (in Bush, 2003, p.1). Sapre (2002), giving an Indian perspective, states that management is a set of activities which is directed towards efficient and effective utilisation of resources to achieve the goals of the institution (in Bush, 2003).

The concept of leadership, for some authors, is concerned with values and vision linked to the leader who can visualise clearly what his/her team wants to achieve (Bush, 2003). Traditional leadership theory includes the ‘great man’ theory of leadership which asserts that some individuals are endowed with special traits that make them leaders (Coleman, 2005). In this conceptualisation, leadership rests on an individual who holds a formal position of authority whereas management can be achieved by anyone who is efficient enough to follow the rules. If the leadership changes, the whole charisma disappears with the individual. The definition of leadership by the Department of Education’s Draft *Policy Framework*, referred to in the opening statement of this section, links leadership to people in formal positions of management, such as the School Management Team and the principal.

In contrast, there are those authors who define leadership as a process rather than leadership vested in a person. For example, Gunter (2001, p. vii) contends that “leadership is not located in job descriptions but in the professionalism of working for teaching and learning”. According to Astin and Astin (2000, p.8), “leadership is a process that is ultimately concerned with fostering change. In contrast to the notion of ‘management’, which suggests preservation or maintenance, ‘leadership’ implies a process where there is movement - from wherever we are now to some future place or condition that is different”. However, Astin and Astin (2000) make the valid point that change is not random but a purposive process with a vision and that leadership is a values-driven process. Without vision there will be no direction or aim that

leaders can fix their eyes on. This resonates with Bush and Glover (2003) when they assert that “vision is increasingly regarded as an important component of leadership” (p.4).

Whilst the conceptualisation of the terms leadership and management is important, what is even more important is that ultimately the whole discourse on leadership and management should be seen in the light of improvement of schools. School improvement needs management and leadership capacities to be strengthened. Leithwood *et al.*, (1999) claim that leaders need to adopt a ‘bifocal’ perspective, in other words, management and leadership need to go hand in hand for schools to function effectively (in Bush & Glover, 2003).

In the context of South Africa, ‘administration’, according to van der Mescht (2008, p.16), “usually refers to support systems and structures that enable management and leadership to function”. For van der Mescht (2008), there is distinction between management as a process focused on maintenance and control and leadership, which is a change-oriented, relational phenomenon in the current South African context. I align myself with van der Mescht’s understanding of the distinction between these terms and work from this premise for the purposes of this study. However, in so doing I heed the warning of Grant (2009) who contends that in the South African context, there is often slippage between these two terms and management is often given more prominence than leadership. For instance, the nomenclature of the statutory school structure ‘School Management Team’ suggests that management is privileged over leadership in South Africa.

Another important point to highlight is that an understanding of leadership is “likely to vary depending on the historical cultural and institutional settings” (Grant, 2012, p.51). This is especially true in the South African context. In South Africa, given that it is a country that is a relatively new democracy with new systems coming into action, the historical background taints our view of what leadership should be. The democratic government of South Africa was elected in 1994 and in the words of Moloi (2007) it was a struggle to overcome the legacy of pre-apartheid and apartheid eras, which had manifested as discriminatory laws and practices.

This section has given an idea of the main differences in the concepts of leadership and management. To reiterate, for the purpose of this study, leadership is not conceptualised as positional but rather as a process of bringing about change. Furthermore, it is conceived as a group rather than an individual activity. Distributed leadership is a theory which incorporates the idea of multiple leaders including the leadership of teachers. Thus distributed leadership becomes the theoretical framework for this study.

Having made a clear distinction between the overarching concepts of leadership and management, I move on to discuss the theoretical framework of distributed leadership within which teacher leadership is located.

2.3 Distributed leadership

Whilst distributed leadership is also defined differently by different authors, in the context of this study I work from the premise that a distributed perspective of leadership can be understood as a “lens for thinking about leadership” (Spillane, 2006, p.9). Distributed leadership, in my opinion, is the way to go in order to address the gaps created by a heroic or a one-man leadership concept that so often pervades the leadership literature as well as the leadership practices in South African schools. My stance is similar to that of Harris (2008) who believes that it is important to pursue an understanding of school leadership in order to relinquish conventional and dominant views of leadership.

2.3.1 Why distributed leadership now?

Distributed leadership is emerging as a popular leadership theory in South Africa (Grant & Singh, 2009). Hatcher (2005) is of the opinion that “distributed leadership has come to prominence in school management discourse as a means to achieve the participation and empowerment of teachers and to create democratic schools” (p.253). In the context of the UK, Harris (2008) claims that distributed leadership is one of the emerging leadership practices in

schools and she explains that, as a theory, “distributed leadership is currently in vogue” (Harris, 2004, p.13).

That we may appreciate the notion of distributed leadership, an understanding of its origins is necessary. The origin of distributed leadership, according to Hatcher (2005, p.254), is “in the human relations school of industrial psychology”. The argument is that alienation and powerlessness are detrimental to the performance of the workers and therefore to economic efficiency (Kiloh, in Hatcher, 2005). Simply put, workers felt left out of decision-making and of being part of the organisation which caused them to not give their whole-hearted effort in the job. This obviously led to lesser economic growth of the industry. ‘Teamwork’, according to Kester *et al.*, (2002) increases job satisfaction and thus improves efficiency (in Hatcher, 2005). In the school context, teachers need to feel part and parcel of the institution to give them a sense of belonging. Heads of schools need their teacher colleagues to implement mandated reforms as it becomes more and more complex and intensive (Hatcher, 2005).

As already alluded to, the re-conceptualisation of leadership began in the 1980s and early 1990s and especially in the mid-1990s the “idea of distributed leadership has been the focus of serious consideration” (Timperley, 2005, p.396). According to Williams (2011), the notion of distributed leadership has only gained prominence in the last decade in South Africa. This review is not about the history of distributed leadership but about its conceptualisation. Moos (2012) confirms that, “in the practice of schools, there is not only one leader; leadership needs to be distributed” (p. 26). According to Harris (2008, p.13), “distributed leadership is undoubtedly the leadership idea of the moment”, a sentiment echoed in her earlier writings too.

Talking to the South African context, leadership, according to van der Mescht (2008, p.19), “is increasingly viewed as a function of the group rather than the individual”. It stands to reason then that distributed leadership has emerged in direct response to traditional forms of leadership which focused on the individual at the top of the school hierarchy. In my view, the ‘heroic leadership’ model is ineffective in our complex societies today. I believe that we need to draw on all sources of leadership potential in our schools and thus distributed leadership offers us a

good model. My stance is aligned with Bush's claim that "distributed leadership has become the normatively preferred leadership model in the twenty-first century, replacing collegiality as the favoured approach" (2011, p. 202). Harris too is of the view that:

The model of the single heroic leader is at last being replaced with leadership that is focused upon teams rather than individuals and places greater emphasis upon teacher, support staff and students as leaders (2004 in Harris & Spillane, 2008, p. 31).

Distributing leadership in a school system, according to Harris (2008), requires a "shift in power and resources" (p. 4). She adds that this kind of shift will definitely lead to criticism, resistance and derision, especially from those who want to keep things the way they are. My experience has taught me that any form of change in a system meets stiff resistance. But the pressure to change is "relentless and unremitting" (Harris, 2008, p.5).

2.3.2 Defining distributed leadership

Distributed leadership has been defined and understood differently by various researchers. Some have used it interchangeably with shared leadership. Sergiovanni (2007) comments that when he first encountered distributed leadership his reaction was "old wine in new wineskins" because it seemed as if the concept of shared leadership was becoming distributed leadership (p.112). However the more thought he gave it, the more he realised that we may be on "the cusp of a paradigm shift" and that the understanding of leadership was changing (Ibid., p. 112). Continuing with Sergiovanni's train of thought, sharing leadership implies that it is the leader's choice what to share by virtue of their rank or position, so in this case, leadership is not owned but is dependent on others. Sergiovanni adds that distributed leadership is a situation where responsibility and authority are matched, so there is an entitlement linked to this practice. This entitlement comes as a result of expertise and commitment. It becomes the way in which the ability-authority gap is reduced. I believe that those in positions of authority may not have the ability to lead in all areas of the school's needs. As the situation varies, the leadership abilities needed also vary and so does the leadership function. So leadership in this conceptualisation involves multiple leaders, including the leadership of teachers. Thus, the theory is relevant to my study.

Distributed leadership targets expertise that is present in the school, though not necessarily only the expertise of those who hold formal management positions. The expertise of teachers, learners and parents is also acknowledged as part of the leadership practice in schools. Thus, as Spillane (2006) argues, the distributed leadership model focuses on interactions of those in formal and informal leadership roles. Distributed leadership is best seen as a way of thinking rather than a technique or practice (Bennet *et al.*, in Harris, 2004). In this form of leadership, it is expected that teachers work together creating learning communities which improve the performance within the school. Distributed leadership, according to Harris (2004, p.14), means “multiple sources of guidance and direction, following contours of expertise in an organisation made coherent through a common culture”.

Understood in this way, distributed leadership has as its focus the leadership activity of the school rather than the individual leader. Spillane, Halverson and Diamond (2004) explain this conceptualisation as follows:

The unit of analysis is not leaders or what they do, but leadership activity. ...leadership activity is constituted – defined or constructed – by the interaction of leaders, followers and their situation in the execution of particular leadership tasks (p.10).

These three elements are represented in the figure below.



(Spillane, Halverson & Diamond, 2004)

This idea of 'leadership activity' is unique. In this conceptualisation, each one of 'leader', 'follower' and 'situation' is a pre-requisite for leadership activity. Spillane (2006) contends that "distributed leadership is more than shared leadership" (p.3). According to him, discussions on distributed leadership should not end with the acknowledgment that there are multiple leaders but there is "leader *plus* other leaders at work in the school" (p.3). However, the leader-plus concept does not fully capture the practice of distributed leadership. The three essential elements of the distributed perspective are: i) leadership practice, ii) the interactions between leaders, followers and their situation and iii) the situation which "both defines leadership practice and is defined through leadership practice" (Spillane, 2006, p.4). Leadership, from this perspective, involves many and not just the few where the practice is all about interactions and not actions of heroes. Thus, while my study focused primarily on the leadership of three teachers as my primary participants, I was interested to explore how they interacted with followers in the various leadership situations in which they found themselves.

An important point to note from the literature is that at the centre of distributed leadership lies collaboration and collegiality (Harris, 2004). However, Harris argues that distributed leadership is a distinctive form of leadership and it is more than just mutual collaboration between teachers. Distributed leadership emerges through interaction with "other people and the environment" (Spillane *et al.*, 2001, p.15 in Harris, 2004) through team work, collaboration and collegiality.

Trust is of paramount importance in distributed leadership (MacBeath, 2005). If there is no mutual trust then relationships and respect become compromised. Distributed leadership implies that there is mutual acceptance amongst the teachers of another's leadership potential. "Symbiosis" is a term that MacBeath (2005) quotes from Rogers (1969, p.353). According to Rogers, this is a reciprocal relationship with unreserved give and take and a degree of mutual respect. Symbiosis, unlike delegation, has spontaneity inherent in it. Delegation implies that responsibility has been given by someone in a position of authority. Leadership practice is complex, as presented by MacBeath (2005); this trust operates at four multi-faceted levels:

The individual level which may be characterised as trustworthiness; the interpersonal level (reciprocal trust); at whole school level (organisational trust); at wider community and public level, which may be defined as social trust (p.354).

At all these levels there is a degree of trust, be it reciprocal, organisational or social. Trust is a concept which is advanced in the literature as a prerequisite for the enactment of leadership by teachers as will be seen later on in this chapter.

2.3.3 Distributed leadership in the South African context

In the South African context generally, and more so in education, Ramphele (2008) argues that “leadership in the transformation process must itself be transformative” (p.295). Transformation involves “reshuffling the basic rules of the game and few organisations have moved through a successful metamorphosis” (Deal, 1990, p.9). So it is not an easy game by anyone’s standards and we cannot begin to pretend otherwise. South Africa, a relatively new democracy, has caused a considerable amount of upheaval in redressing the inequalities in the field of education. The way leadership was perceived in the apartheid era was authoritarian but now it needs to shift thinking from focused leadership to distributed leadership to achieve “the visions, values and principles of the society we aspire to be”(Ramphele, 2008, p.295). Heads of schools need to consider changing their approach to leadership because, as Gronn (2003) explains, ‘greedy work’ in schools has resulted in the expansion of leadership tasks and responsibilities (in Harris, 2008).

In essence, school principals should have a more joint or cooperative leadership where teachers are given more power. Grant (2006) contends that “in order to strengthen school leadership, the key concern is how to assist the internal management of schools in becoming more collaborative” (p.513). The term ‘distributed leadership’ has representational power which represents alternative approaches to leadership (Harris, 2008). As schools in the new dispensation have to meet new demands it is imperative that schools reposition and redefine the leadership as distributed, extended or shared.

2.3.4 A critique of distributed leadership

Distributed leadership has become a concept so widely accepted as the theory of choice in educational leadership (Lumby, 2013). Gronn (2000), Spillane (2004; 2006) and Harris (2004; 2006) among others have been the main proponents of the distributed leadership theories through their many writings in the form of books and papers presented in journals. However, Lumby (2013) warns that “distributed leadership has become an intentional practice and one that is promoted to improve schools: the theory is no longer the new kid on the block, but almost the only child in sight” (p. 583).

South African schools are likely to see the growth of distributed leadership because of its democratic leanings (Grant & Singh, 2009). The main challenge, according to Lumby (2013), on the literature of distributed leadership is that it does not cast a doubt on power relations that exist. She goes on to contest that very often leadership literature does not pick up on gender or race based power relations. In line with the warning of Lumby and in the South African context, I argue that the issue of race relations and gender relations remain very real. A generally well known fact is that South Africa has gone through the apartheid era and racial tensions are still the unfortunate residue that lies deeply embedded in the psyche of people. In my understanding, South Africa is predominantly a patriarchal society and gender biases exist within the communities. Thus, theories of distributed leadership are unhelpful unless they speak to issues of power and inequality in schools. Hatcher (2005) raises a similar concern about the power relations. He draws on the work of Alexander (2004) who refers to the doublespeak on professional autonomy with the ambiguity of supposedly giving freedom but the real intent being ‘maintaining control’ (Hatcher, 2005). The fact that school principals remain accountable to the authorities becomes quite a challenge to allow complete distribution of decision-making in schools. Who would want to hand over responsibility whilst still remaining accountable? This is the paradox of distributed leadership (see Grant *et al.*, 2010).

The history of authoritarianism, of top-down control of schools, teachers, students, and curricula remains entrenched as a very real part of the culture of most schools (Davidoff & Lazarus, 2003). That is why I now take my discussion to the topic of teacher leadership which,

as we shall see, implies a distribution of leadership as well as a flattening of the educational hierarchy.

2.4 Teacher leadership

Teacher leadership departs from the traditional forms of leadership because it “deconstructs the notion of leadership in relation to position in the organisation” (Grant & Singh, 2009, p.209). In line with Hargreaves (2002),

If educational improvement is to last, it must depend on more than a few leaders whose departure leads to the improvements’ demise. It must be built not on the capacities of individual leaders but on powerful communities of teacher leadership that continue to make and sustain change with, and alongside, administrators – and even after those administrators abandon them (p.xii).

This is the reason for the consideration of teacher leadership as a practice in schools. The concept ‘teacher leadership’ is one of the emerging leadership theories that currently seem to be taking centre-stage in the field of a possible cure to the strengthening of leadership in schools.

2.4.1 Defining teacher leadership

While teacher leaders may not be typically appointed to formal positions of management, the argument is that all teachers have leadership capabilities (Harris & Day, 2002). During a writing seminar conducted in the UK when teachers readily agreed that they were leaders, none saw themselves as being authoritarian or hierarchical (Lieberman & Friedrich, 2007). Instead, teacher leaders described themselves as working collaboratively, making a commitment to learners, taking responsibility for the contributions in one’s own classroom and beyond. Working collaboratively would mean that power is distributed horizontally rather than hierarchically, a point which is at the “heart of teacher leadership” (Harris & Day, 2002, p.962). Teachers “showed greater comfort in claiming the mantle of leadership” (Lieberman & Friedrich, p. 44), once the focus moved away from ‘telling others what to do’ but concentrated instead on the practice inside and outside the classroom.

Who then is a teacher leader? The answer, according to Martin (2007), is that a teacher leader is a person who “leads by example, has credibility and expertise, is a problem solver, and relates well to others” (p. 18). A teacher leader may or may not hold a formal position of management. In the context of South Africa, a further definition of teacher leadership is given by Grant (2005):

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 stake holders towards a shared vision of their school within a culture of mutual respect and trust (p. 45).

Influence is still a notion that pervades the literature on teacher leadership. Katzenmeyer and Moller (2009) contend that the “key word in our notion of teacher leadership is influence” (p. 9). This is akin to the leadership terminology discussed earlier. However, the intensity of influence is best seen in the teaching fraternity more than in any other type of organisation. In schools, young minds are influenced by teachers all the time. I believe this is the place where the effect of influence is most acutely felt.

2.4.2 The need for teacher leadership

Schools principals cannot possibly achieve all the expected leadership and management roles (after Danielson, 2007). It is not humanly possible that a principal could be an expert in all areas and have enough clout to bring about school improvement alone. It is clear that no one person can assume all that leadership requires (Lieberman & Miller, 2004). Within the school environment there would be teachers who are experts in the various aspects so “school improvement depends more than ever on active involvement of teacher leaders. School administrators can’t do it all” (Danielson, 2007, p.16). Martin (2007) concludes from her experience that teacher leaders help shape the culture of a school and build resilience. She continues and adds that teacher leaders are problem solvers and are able to build a culture of trust and collaboration amongst the students and staff alike.

2.4.3 The roles enacted by teacher leaders

What roles do teacher leaders play? The answer to this question is not very simple as it has “several layers of leadership distributed throughout the school” (Martin, 2007, p.17). There is a formal layer and an informal layer. I focus on the informal because that is the main focus of my study. According to Martin (2007), the informal layer consists of teachers who provide a successful learning environment. They have excellent classroom management. In addition, teacher leaders should be seen as empowered partners in shaping policy, creating curriculum and adding value to the education of children (Troen & Boles, 1994). It is suggested by Troen and Boles that, “true teacher leadership enables practicing teachers to reform their work and provides a means of altering the hierarchical nature of schools” (Ibid, p. 40).

For the purposes of this literature review, I draw particularly on the work of Muijs and Harris (2003) and Grant (2008) in relation to the discussion on the roles enacted by teacher leaders. From their literature review on teacher leadership, Muijs and Harris conclude that there are “four discernible and discrete dimensions of the teacher leadership role” (2003, p.3). First, they discuss the *brokering role* as a core responsibility of a teacher leader. In this role teachers “translate the principles of the school improvement into practices of individual classrooms” (Harris & Muijs, 2003, p.3). This is similar to the role of teacher leadership as expressed in Grant’s (2008) Model of teacher leadership where the leadership practices within the classroom are ascribed to *Zone One*. I believe that it is a generally understood notion that the core business of any teacher is about teaching and learning which takes place mainly in the classroom. Grant (2012) argues that if leadership is practiced only in this zone then it is restricted in scope “because the leadership is not owned as an organisational phenomenon” (p.57). Therefore the leadership of teaching and learning is not confined to the classroom. Various facets of teaching and learning occur outside the boundaries of the classroom where the teacher can enact leadership.

The second dimension of the roles of teacher leadership, according to Muijs and Harris (2003), is *participative* leadership. This aspect of teacher leadership occurs in such a manner that the teacher gets involved in bringing about purposeful change in the school. The teacher feels part

of the institution and “has a sense of ownership” (Muijs & Harris, 2003, p.439). Again this sense is reflected as *Zone Two* in Grant’s teacher leadership model. This is a more collaborative way of working with other teachers bringing about improved learning and teaching and more coherence. Grant (2012) contends that the “existence of teacher leadership in *Zone Two* is an indication of the devolution of power and shared decision- making” (p. 58). There is provision in this zone for development in extra-curricular development and innovation.

A third dimension of the roles of a teacher leader, taking the idea from Muijs and Harris (2003) is the *mediating* role. In this role the teacher leader becomes a source of “expertise and information” (Ibid., p.439). The teacher leader is able to share expertise and knowledge across to other teachers and thus improve teaching and learning. Grant (2008) places this activity of a teacher leader still in *Zone Two* where the curriculum activities take place outside the classroom but within the school.

Finally, according to Muijs and Harris (2003,) perhaps the most important dimension is the “forging of close *relationships*” (p.439) between teachers that emerge as a result of the close working of the teacher leaders with others and thus mutual learning occurs.

However, the roles of teacher leaders extend further, according to Grant (2008), where teachers take leading roles outside the classroom in whole school development, which is *Zone Three* of her model. Teacher leadership is also exhibited when teachers participate in “organising and leading peer reviews of school practice” and “participating in school level decision-making” (Ibid, p.93). This becomes evident when teachers become part and parcel of all the aspects of the work of colleagues. Furthermore teacher leaders actively take part in the decisions made at school level and thus take onus for these decisions. This will ultimately lead to improved learning and teaching in the school.

A final area as ascribed by Grant (2008) is that teacher leadership occurs outside the boundaries of the school and into the community, namely *Zone Four*. This is the interaction of teacher

leaders “between neighbouring schools in the community” (Ibid., p.93). This facet of teacher leadership improves the relationship aspect that Muijs and Harris (2003) above alluded to. However it is about relationships between teachers in the neighbouring schools. There is a shared knowledge base and better understanding of what happens even in the grades that are not handled within the school that a particular teacher leader is stationed at. For example, a teacher at a high school gets a better understanding of how to link the pre- knowledge a learner comes with from the primary school. This enhances continuity of curriculum and the lessening of the adjustment shock on the learner when transiting from one level to the next and augments the learning and teaching practices.

Because of its South African contextual underpinnings and because of its expansive description of teacher leadership enactment, I adopted Grant’s Model of teacher leadership (2008; 2012) as the theoretical and analytical framing for my study. This model will be discussed again in the third chapter of this thesis and diagrammatically presented.

Having discussed the roles enacted by teacher leaders according to the literature, I now move on to a discussion of the enhancing and hindering factors.

2.4.4 Enhancing factors to teacher leadership

I believe that for teacher leadership to thrive and take any meaningful place in an educational institution, it needs to have the appropriate climate to exist. According to the literature, the following ideas can be considered to be the ideal situation for teacher leadership to grow.

2.4.4.1 Building capacity and fostering teacher collaboration through trust

According to Harris (2003), teacher leadership affords teachers a climate of collaboration to work together and share a knowledge base. The creative powers of teacher leaders can be

released, especially if principals support them and create a favourable environment. Within this climate of collaboration, teacher leadership can work towards supporting the profession and redefining it as an ‘intellectual and collaborative enterprise’ (Lieberman & Miller, 2004, p. 13). Fostering collaborative and collegial relationships needs teachers to acquire a whole new set of skills. According to Lieberman and Miller (2004), these skills include building trust and rapport, building skills and confidence in others and effective use of resources. In addition, teacher leadership I believe, prepares teachers for the leadership role so that when the current principal exits, the school will have a pool of leaders who themselves are well-groomed to lead the school as a whole.

2.4.4.2 Shared learning and shaping the culture of learners and learning

Teachers learn on the job and, in specific contexts, they can become leaders (Lieberman & Miller, 2007). Harris suggests that teachers learn from each other through “mentoring, observation, peer coaching and mutual reflection” (2003, p. 320). This atmosphere within a school enhances teacher leadership and there is improvement in personal performance at school while the school itself improves its efficacy.

In its ideal form, teacher leadership becomes successful with “groups of teachers intentionally working together” (Lieberman & Miller, 2004, p.26) and, in so doing, can transform the culture of the school. In this scenario, culture becomes the ‘glue’ or ‘cement’ that holds the school community together (after Sergiovanni, 2003). By nature, schools are very complex institutions whose purpose is not only to impart academic knowledge to young people but also to develop learner talents and groom them to become well-rounded, responsible young adults. Thus, the emergence of teachers as leaders is critical in the holistic development of learners. In addition, teacher leaders have a huge role to play in cultivating a school climate that is conducive to effective teaching and learning.

2.4.5 Hindering factors to teacher leadership

Teacher leadership, according to the literature, can be constrained by a number of factors in schools. I discuss two of the main areas where teachers face barriers in their enactment of leadership.

2.4.5.1 Teacher advancement and an egalitarian ethos

Danielson (2007) argues that “teaching is a flat profession” (p. 14). Unlike in many of the other professions, teachers have very little opportunity afforded them to exercise increased responsibility. The career path of a teacher, particularly in South Africa, is limited and post level one teachers are not often afforded increased responsibility and the opportunity to lead in formal positions. The desire for greater responsibility, Danielson (2007) contends, if left unfulfilled could lead to frustration and even cynicism. South Africa comes from the apartheid era where teachers were used to the ‘top-down’ approach. As a consequence, internal structures of the school sometimes act as “impediments to the development” (Harris, 2003, p.319) of leadership among teachers.

The most important stumbling block of all would be when other teachers see an emerging teacher leader doing something new and different and become threatened and experience feelings of “turf protection and powerlessness”(Troen & Boles, 1994, p.41). Quoting Barth, Troen and Boles (1994) make an interesting analogy of a teacher being like a mushroom which thrives in the dark. However, when it raises its head above the darkness its head gets chopped off! As long as all the teachers are at the same level, teaching remains egalitarian. The moment anyone dares rise above the other there would be many raised eyebrows.

Teacher leaders, in the study conducted by Lieberman and Friedrich (2007, p.43), confirm that “there are professional risks involved in leading within their own schools”. They were of the

view that a teacher leader who practices leadership is seen as bragging or “working against the egalitarian culture” (Ibid., p.43).

2.4.5.2 Risk on the part of the principal as an accounting officer

Central to any discussion of leadership is the issue of power (Gunter, 2005; Grant, 2012). It stands to reason then that power can be a hindering factor to the leadership of teachers, especially if principals feel threatened by their teacher leaders. As Grant (2012) explains, “power ultimately resides with the positional leader, the principal, in a school” (p.58). Thus the principal, as the accounting officer (Ash & Persall, 2000) carries ultimate responsibility for the success or otherwise of the school and has to continually balance building trust whilst maintaining accountability (Macbeath, 2005; Grant *et al.*, 2010). Trust and accountability are equally important but there is a tension between the “ability to trust team members and the sense of accountability” (van der Mescht & Tyala, 2008, p.234). They seem to exist in inverse proportion.

Teacher leadership cannot succeed in schools where principals fear that they will be relegated to the role of operational manager if the power to decide on the budget and other higher order planning is given to teachers. It is fine as long as teachers can keep to leadership within the classroom. Similarly, when teachers come up with novel ideas and initiate ground breaking projects the principal may feel threatened and fear that he is losing grip of the power vested in him. Here the issues of power are met head on and power underpins the reciprocal commitments and mutual understanding (Gunter, 2005). The same could happen when he has to delegate a lot of responsibility to his teachers even though this could reduce his workload. This licensed authority he has granted to his subordinates can therefore be revoked (Hatcher, 2005). The other challenge with delegating is that it can be time-consuming, especially when a beginner teacher leader has to learn to lead in an area that he was previously not accustomed to.

In closing, the expectation of incentives could lead to a problem which might hinder teacher leadership. As Harris (2003) suggests, the formal leadership of the school receive extra incentives to carry out leadership roles. It may consequently require principals to come up with incentives for their teacher leaders in cash or kind. If not, teacher leadership may not be as effective.

2.5 Concluding comments

In this chapter I discussed the literature relevant to my study. This literature review laid the groundwork for a theoretical framing of the analysis process. The next chapter is about the research methodology that was used in the case study that I undertook.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Having discussed in the previous chapter the literature and theoretical framing pertaining to my study, in this chapter I outline the research goals and questions of my study, the research paradigm that I employed and the data gathering methods I used. In addition, I discuss issues of validity and ethics.

3.2 Research goals and questions

To remind the reader, the aim of this research, in line with the original study, was to gain insight into the enactment of teacher leadership at a semi-urban high school in Eastern Cape. To achieve this, I answered two research questions:

- How was teacher leadership enacted in a township high school in Eastern Cape in the Eastern Cape?
- What factors enhanced or hindered this enactment?

The enactment of teacher leadership was captured primarily through the perceptions, experiences and actions of three teachers, the primary participants that I selected for my study.

3.3 Research paradigm

This was a qualitative research study carried out within the interpretive paradigm. Because my research replicated one that was carried out in 2010 at the University of KwaZulu-Natal (UKZN), I considered it appropriate to follow the same paradigm that had been used by the previous scholars whose work I was replicating. My other reason for opting for the interpretive paradigm was because of the realisation that multiple realities are imperfectly grasped due to flawed human perceptions (Henning, 2004). According to Cohen, Manion and Morrison (2007, p. 21), the interpretive paradigm “is characterized by a concern for the individual. The central endeavour in the context of the interpretive paradigm is to understand the subjective world of human experience”. As such, it allows the researcher to gain the experiences and perceptions of the individual and thus not be guided by his own perceptions of the case at hand. I used qualitative research to understand the uniqueness and particularity of the case, as Stake (1995) advises. The other advantage of qualitative research is that it makes possible for a ‘thick description’ and ‘multiple realities’ to surface. Qualitative studies aim for depth of understanding (Henning, 2004) in order to achieve the thick description. Furthermore, Henning (2004, p.6) says “a thick description gives an account of the phenomenon that is coherent”. A thick description adds validity and conviction to descriptive accounts and is not simply quantity of written matter that contributes to ‘thickness’ (van der Mescht, 2002). In addition, it helped me “to understand the meaning people have constructed about their world and their experiences” (Merriam, 2002, p. 4).

3.3.1 Research approach

The approach that was used was that of a case study. Case studies provide a way to “systematically look at a specific case, collect data, analyse and interpret findings within their context and report results” (Anderson & Arsenault, 1998, p. 152). The case study was used “for the interest in the uniqueness and the commonalities” that can be inferred (Stake, 1995, p.1). The case study approach was suitable for my study; first, this was the approach that the original UKZN group used and second, case studies can generate a deeper insight and provide a thick description as Rule and John (2011) remind us, in this case about the enactment of

teacher leadership. It was a descriptive case study because it gave “description and interpretation of others” (Stake, 1995, p.64) and I also realised that there were multiple realities in any case study, so it was used to portray the multiple views of others. Yin clarifies that a case study is driven by a desire to get an in-depth understanding of a single case ... “set in their real-world contexts” (2012, p.4). While a ‘mixed method’ approach could have been adopted, in keeping with the original study and because of the replicative nature of my study, I adopted a case study approach.

A ‘case’ is a bounded entity and an integrated system (Yin, 2012, p.6). A case can be a person, a classroom, an institution, etc; “what makes it a case is that it was singular and distinct” (Rule & John, 2011, p.3). The case in my study was the enactment of teacher leadership at the school where I work as a deputy principal. In this research, the unit of analysis was the leadership of the three post level one (P1) teachers (non-management teachers) at the school where I work.

I selected this school because of its ease of accessibility (Walford, 2001). It also reduced the expenses incurred and it was easier to find the time to interact with the participants. The site was also used for a mini-research project as part of the coursework component of my M Ed degree. This mini research project focused on leadership in general and how it was understood by a range of stakeholders. During this period, I gained confidence to work with the participants and they too were able to reciprocate this confidence.

When doing case study research, the search for particularity competes with the search for generalisability (Stake, 2000). It is difficult to generalise concepts using case studies. A case study concentrates on one particular case and thus findings cannot be generalised. A case study draws attention to the question of what specially can be learned from a single case (Stake, 2000). However, in my particular study it was done as a replication study so there was the possibility of better generalisation as suggested by Lindsay and Ehrenburg (1993), “the result is not a flash in the pan” (p.220).

A case study, because of its singularity, could raise issues of internal and external validity and also an issue of trustworthiness of the data gathered (Bassey, 1999). Despite this limitation, the multiple data gathering tools I adopted helped to improve the validity and trustworthiness of the data gathered due to effective triangulation.

3.3.2 Positionality

The possibility of bias existed in this study as I was part of the school and, furthermore, I was at management level being the deputy principal of the school. The fact that I was the deputy principal may also have influenced the study because of the power relations that existed between me and the post level one (P1) teachers, those teachers who were not in formalised positions of authority. I believe that though this kind of power relations did exist and teachers may have said what I wanted to hear, the multiple data sets, and particularly the observation used, revealed the actual situation on the ground and that the data I obtained were valid. Bias may impact any study; however, some subjectivity, as Merriam (2002) quotes Peshkin (1998, p. 18) “can be seen as virtuous”. However it was likely to bring a touch of my unique understanding into the study. However, having said that, as van der Mescht (2002, p.50) advises, I had to “adopt and maintain a critical stance throughout the study”. To the best of my ability, I tried to stay as far removed from the process as was necessary, as van der Mescht (2002) exhorts. I achieved this by depending on multiple data sets obtained through the interviews, observations and journals kept by the participants. This provided the space for the views and experiences of the teacher leaders rather than my own.

Besides, I maintained a very good rapport with the teachers of the school in general. Evidence of this is the fact that when I had interviews with each of the participants they willingly had conversations with me to the extent that they confessed that these sessions were therapeutic and revealed a lot of things that they had not given conscious thought to. At the end of their interview teacher leader1 (TL1) commented,

I didn't want to think about [the interview] but I am enjoying it because it's me, it's what I said earlier and then it's what I said in my journals ...now that I am talking about it I find in a way its opening me up, it's teaching me something. Now

that you are doing it in a conversational way, it's sort of enjoyable; it's sort of being refreshed even to me just to think about these things this way. It's easier to me now that I'm talking about it more than when I wrote it.

Teacher leader 2 (TL2) too, at the conclusion of the interview, made similar remarks and said “*I enjoyed talking to you*”. He even felt that it was good for him to unburden his thoughts with me. In fact the interviews took a lot longer than what I had anticipated because once the participants started sharing it was almost as if they could remember so much about themselves and their contributions to school leadership. It was difficult to stop the flow of thoughts!

3.3.3 Sampling

A sample is a selected group chosen on which the research is done (Wisker, 2001). In preparing to select the three participants, I was given a slot during a staff meeting to present my intention to carry out research at the school and I presented the letter from the University (Appendix 1) which requested permission for the same.

In this study I selected three post level one teachers in the institution of which I am a member. The selection criteria were based on the leadership qualities they exhibited in several areas of the school. This maximised what I learnt from the case (Stake, 1995). I asked for three participants and the general consensus was that I should ask the same teachers I had used for the previous mini research carried out as part of the coursework of the M Ed degree. For this mini research I had used five teachers of whom one of them did not want to participate as she felt she had too much schoolwork. Thus I was left with four teachers who were willing to participate but, just before the start of the actual data collection process, one fell ill and therefore I was left with three participants who demonstrated teacher leadership qualities. The first step of data collection was preceded by presenting the letters of consent (Appendix 2) to each of the three teacher leaders and a consent letter was also signed by the principal.

As I had been part of the school staff for the past seven years and also having carried out a pilot research project as part of the coursework component of the MEd degree towards the end of

2012, I became acutely aware of who the main teacher leaders were. I did purposive sampling in getting to my participants – three post level one (P1) teachers who displayed leadership in various avenues of the profession. Purposive sampling was used to get ‘information-rich’ participants (Struwig & Stead, 2001; Merriam, 2002) who showed characteristics that I was interested in and, as can be argued one can learn a lot about issues of central importance to the purpose of the research. I purposely chose three teacher leaders who exhibited their capabilities in leadership, for example, one who took the lead in organising the overhauling of the school uniform, almost single-handedly. She has been instrumental in bringing about change in the curriculum introducing Tourism. Also she is the one who has helped the management with the registration of grade 10 and 11 learners. Another was a site steward representing one of the branches of a leading teachers’ union and has successfully done so for almost two terms of office. He is the Grade 12 English teacher in the school who has managed to get excellent pass percentages. He has also shown a lot of initiative in introducing cricket as a sport. The last but not least of them was instrumental in bringing several issues to the fore and helping with solutions. He was on the admissions committee and also on the procurement committee. For example, he organised how admissions were conducted and also got the teachers involved in the process. His opinions were valued when voiced in staff meetings. He helped prioritise the needs of the school and bring them to fruition. He also organized all the extra classes taken for the grade 12 learners.

The first form of data gathering was the general questionnaire given to all the teachers, i.e. the entire population of the teaching staff, at the case study school. Thereafter a focus group interview followed by journal entries, observations and other methods of data collection were adopted and I discuss these hereafter.

3.4 Data gathering

To collect data I used several tools and the data gathering process lasted two school terms namely the second and third terms in 2013. I chose the second term because it is the period when the school is in full swing and hype is building towards the mid-year examination. The third term was also suitable because it is the period for teacher evaluation and therefore an

opportune time for class visits. This term also culminates in Grade 12 pre-final examinations. These two terms were ideal also because during the first term teachers are still getting into the groove and also very busy with a lot of extramural activities. In the last term teachers are tense, grappling with the winding down of academic work and not quite willing to participate in activities not related to their work.

Yin (2012) suggests that in case studies evidence needs to be gathered from multiple sources which will converge on the same issues. I used questionnaires, interviews, observations, document analysis and teacher's self-reflective journals. Since this research was a replication study, the tools used were the same as the ones used by the original group. However, as the policies and contexts have changed since 2009, further refining of the tools was done. The data analysis was ongoing and started with the first data collected.

3.4.1 Questionnaires

Initially a school profiling was done. This was done in the format of a school profile form (Appendix 4). This form was completed by me with the assistance of the principal of the school. It was intended to give a general background of the school in terms of the numbers of staff and learners and the general ambience of the school among other things.

Thereafter, a general closed questionnaire (Appendix 5) was given to all the staff members (22) at the case study school at the initial stage of the data collection process. According to Hannan (2007), questionnaires are used as devices to gather information about people's opinions, often asking participants to indicate how strongly they agree or disagree with a statement given. This helped gather information about the staff and their general perception of leadership practices in the school. According to Cohen *et al.*, (2011) a closed questionnaire, though difficult to set up, is easy in terms of analysis. In my study, I received fairly rapid feedback from the closed questionnaire. It was less time consuming on the participants. The closed questionnaire (Appendix 5) gave a range of responses from which the participant could choose. The questions were direct, to the point and focused as Cohen *et al.*,(2011) advise. The responses

were quick as the questions required biographical information regarding each staff member, their perceptions of leadership and different areas in which leadership was shared in the school. The returns were 100%.

3.4.2 A focus group interview

Kvale (1996) as cited by Cohen *et al.*, (2011) suggests that an interview is an ‘inter-view’ which is an exchange of views between two or more people on a topic of mutual interest. Cohen *et al.*, (2011) add that interviews enable participants to discuss the interpretations of the world and express what their viewpoint is on the aspect under discussion. A semi-structured focus group interview (Appendix 6) was the first data collection method I used with my three participants. Merriam (2002) explains that a semi-structured interview includes some structured questions but neither the exact wording nor the order is determined ahead of time.

Fontana and Frey (2000) suggest that the purpose of a focus group interview is exploratory and helps recall experiences shared by the group. In my case it helped my three participants explore the topic of teacher leadership and gave each one an opportunity to reflect on their experiences as leaders in the school. Here I explored their perception of the concept ‘teacher leadership’ and then jogged their memories on their work as teacher leaders. This was their first ‘stock taking’ exercise. It was during this session that I also discussed ethical issues with them. I explained their right to withdraw from the study if, at any stage or for any reason, they might feel unable to continue, that way allowing for them to make informed consent. In addition, I assured them of anonymity and protection from any form of harm as a result of their involvement in the study (Fontana & Frey, 2000). I backed my assurance of protection by showing them my letter of consent from the principal.

Struwig and Stead (2001) explain that a focus group interview is expected to generate data through group interaction. My focus group interview too generated a healthy discussion about their perspective on teacher leadership which was carried out in permissive and non-threatening surroundings. Cohen, Manion and Morrison (2011) describe that a (focus) group interview is suitable in gaining insight into what might be pursued in the later individual interviews. This

was the case with my group. This initial interview paved the way for the individual interviews that were to follow later in my data gathering process.

3.4.3 Observations

Observation, though “difficult and complex, is also the most versatile way of gathering information” (Simpson & Tuson, 2003, p.3). As Simpson and Tuson (2003) put it, observation is more than just looking. In my case it was also about analysing and interpreting what I saw. This observation was intended to capture the enactment of teacher leadership across the four zones and six roles in Grant’s (2008) Model. Thus the model guided my observations (Appendix 7). In determining the enactment of teacher leadership in Zone One, I observed each of the three teacher leaders in their classrooms as they led their learners. This is a crucial zone as Katzenmeyer and Moller (2009, p.6) assert: “The professional teacher is first of all competent in the classroom through the facilitation of students’ learning”. In relation to Zone Two, I observed grade and learning area meetings as well as extramural activities which the teacher leaders were involved in. According to The Model, as described in Chapter Two, this area examines the interaction of teachers outside the classroom in broader curricular and extra-curricular activities. To find out about the enactment of teacher leadership in Zone Three of The Model, I observed two staff meetings. This level of the Grant (2008) Model is where the inclusion of the teachers in whole-school decision-making could be witnessed. Video recordings of the meetings were made and field notes were taken as I observed other areas such as activities pertaining to leadership on the school premises. My observation of the involvement of my participants in Zone Four outside the school and in the community was not as easily observable. In these instances I mostly relied on the journal entries and individual interviews to gather data on the enactment of teacher leadership in this zone.

3.4.4 Self-reflecting journaling

Merriam (2002) discusses the use of journaling in the context of audit trails. However, the thoughts are valid for any journaling component of research. Paraphrasing Merriam (2002), journals are self-reflections, questions or issues that the three primary participants encountered during the time I engaged with them for research purposes. I gave each of the three teacher

leaders a journal in which to write about their leadership experiences. I gave them five guided journal entries (Appendix 8) to respond to. The journal entries helped them in expressing their experiences as teacher leaders. They were able to highlight some of the enhancing or hindering factors related to teacher leadership in the school. It became a tool which generated their stories in the light of their experiences. The participant journals were collected and analysed by me at regular intervals. There were challenges that arose as one of the participants was not prepared to write up and complete the journal. I encouraged him to write it up as it would be helpful in enhancing teacher leadership and its understanding within the school. He did write two journal entries out of the five set questions. What he lacked in his journal he made up for in the individual interview where he gave me rich input.

A drawback encountered in the semi-structured questions given as guiding questions in the journals did not include a section on settings, resources and infrastructure of the school. This oversight was only corrected in the individual interviews carried out at the end which was meant to close the gaps in information.

3.4.5 Individual interviews

The final tool in my data gathering process was an individual interview with each of my three participants, which provided the space to compare and consolidate the information collected from across the sources of data (Struwig & Stead, 2001). At this stage, it was more about the depth of understanding of their teacher leadership. The observation video recordings, field notes and the journal entries allowed me to have a more structured interview with each participant. I was able to delve deeper into the topic and probe further to get clarity on issues picked up from the analysis of data thus far and consolidate the data gathered. I drew on extracts from the journals and probed them to elaborate on some of the claims and reflections they had made. I prompted them to talk more freely about their activities as teacher leaders and the factors that enabled or hindered their leadership.

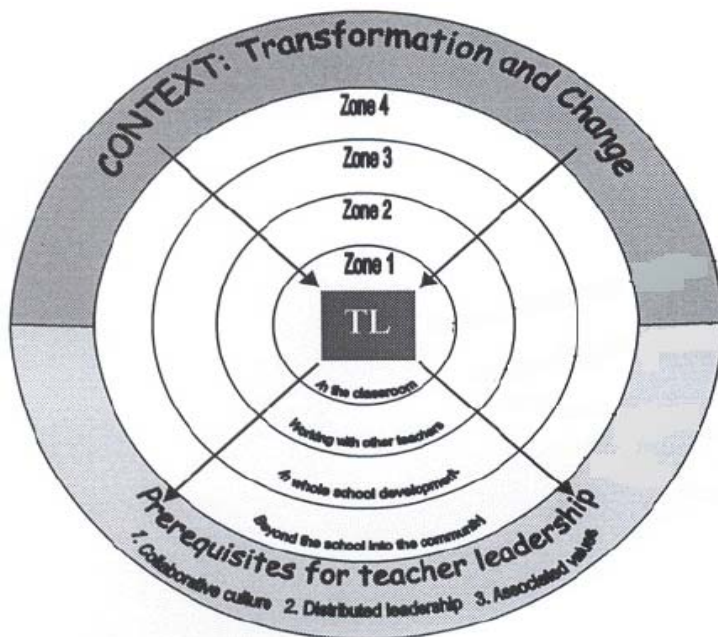
I did not ask teacher leader 1 (TL1) about the school settings, resources or infrastructure at all as it was the first individual interview I had conducted. It was an oversight on my part. However, I realised my mistake and remembered to ask both teacher leader 2 (TL2) and teacher leader 3 (TL3) about these matters. This leads to the drawback that the voice of TL1 does not come through when I discuss the school settings. The timing of the data collection was also affected because the three teacher leaders kept postponing interviews as they were busy elsewhere.

The method of recording the interview was mostly using the digital voice recorder. The interviews were transcribed and analysed.

3.5 Data analysis

Data were analysed using thematic content analysis. I used Merriam's (2002) explanation of data analysis. Each line, sentence or paragraph of transcription, each incident, or event was given a code or name. The code words were then grouped into categories. The categories were then put into themes or concepts. Thereafter, the framework for analysis which I used was Grant's (2008) Model of teacher leadership with its zones and roles. The themes were classified according to these zones and roles of the model shown below. Each role has a number of indicators (see Grant, 2012) which I discussed in Chapter Two.

Grant's Model of teacher leadership (2008):



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

3.6 Triangulation and validity

The data which were collected and analysed were triangulated for validity. Janesick (2003, p.69) expresses that “validity in qualitative research has to do with description and explanation and whether or not the explanation fits the description”. Triangulation is generally used in qualitative research to strengthen the internal validity of the research. Stake (2003, p.148) considers that triangulation is a process of using “multiple perceptions to clarify meaning, verifying the repeatability of an observation or interpretation”. Merriam (2002, p.31) adds that triangulation serves “to confirm emerging findings”. In this study I triangulated data collected from questionnaires, interviews, journal entries and observations made in staff meetings and in

classrooms of the teacher leaders and generally by observing their leadership activities. I compared their individual assertions from the different tools to verify that the claims they made were valid. I kept a personal journal of all the events and any observations made on each day during the process thus keeping track.

3.7 Ethics

Research ethics was considered mainly with three things in mind: respecting democracy, respecting truth and respecting persons as has been suggested by Bassey (1999). In relation to ‘respecting democracy’, I sought permission from the school principal to conduct the research. My intentions were further confirmed by a letter from the University. I informed all the staff members of my intention as researcher. Permission to use information given by the participants was sought. The participants were informed that they were free to withdraw at any time. In ‘respect for truth’, confidentiality documents were signed by all members. Any data gathered went through a process of member checking to ensure truthfulness of information. In ‘respecting persons’ they were respected as fellow human beings and their dignity and privacy (anonymity) was assured (Bassey, 1999). I tried to strike a balance between the pursuit of truth and the rights and values of the participants (Cohen *et al.*, 2011).

3.8 Conclusion

I have discussed the various tools I used for data gathering during this case study designed within the interpretive paradigm. I also outlined some of the challenges I faced in the course of data gathering. Generally, the data collection process was very productive and generated a thick description of teacher leadership enactment at the case study school. I now proceed to Chapter Four where the presentation and analysis of data is given.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter includes a presentation of the data as well as a discussion of the findings of my study using Grant's (2008) Model of teacher leadership as both a theoretical and an analytical framework. The data was collected using different tools as discussed in Chapter Three, namely the general questionnaire, a focus group interview, teacher self-reflective journals, survey questionnaires, classroom and other observations and individual interviews. As I present this data I discuss the various findings that emerged from my analysis.

To remind the reader, my research questions which guided the study were

- How is teacher leadership enacted in a township high school in the Eastern Cape?
- What are the factors that enhance or hinder the enactment of teacher leadership?

The chapter is divided into sub-sections as follows: first I present a discussion of the case study school and then follow this with the results of the survey questionnaire which was completed by all staff members on the topic of teacher leadership. Thereafter I present the three teacher leaders, the main participants in the study, and discuss their understanding of the concept of teacher leadership and outline the knowledge, skills and dispositions that each of these teacher leaders possessed. What follows then is the core of my research: their enactment of teacher leadership, according to the various zones and roles of Grant's (2008) Model of teacher leadership (hereafter referred to as The Model), thereby answering my first research question. In the final sections I look at the enhancing and inhibiting factors to teacher leadership as experienced by the participants. This answers the second research question.

The table below indicates the acronyms I use in the presentation of my data.

Teacher Leader 1,2 or 3	TL1, 2 or 3	Focus Group Interview	FGI
University of KwaZulu-Natal	UKZN	Individual Interview	II
School Management Team	SMT	Observation	O
Document	D	Analysis of results School Organogram	D1 D2
Head of Department	HoD	Questionnaire	Q
Reflective Journal entries	JE	Post level 1,2 or 3	PL1, 2 or 3

I now present the school setting so that the scenario of the enactment of teacher leadership becomes clearer.

4.2 The school setting

The case study school is situated in a township in the Eastern Cape. The township is close to a small picturesque town nestled in the foothills of a mountain range. The estimated population of the town is 63 000, according to Statistics South Africa (ASPIRE, 09/01/2015, online). The scenic beauty of the area makes the setting for a tranquil place ideal for teaching and learning.

A river runs between the town and the township which, prior to 2011, caused some difficulty for the residents of the township to get access to the town. This, to some extent, hindered

learners on the other side of town from getting to the school as they had to rely on some mode of transport which meant they could not easily walk to school. In 2011, a bridge was built across the river by a Non-Governmental Organisation (NGO) and opened in 2012, literally bridging the gap between the town and the township. This increased the accessibility to the school as it has halved the distance between the town and the township.



Photo courtesy of ASPIRE

The township has a populace that has high levels of poverty and unemployment. Most who work do so at small enterprises in the town or as domestic workers. According to the *Reviews of National Policies for Education* (OECD, 2008, p. 31), “poverty is particularly acute on the urban fringes. The population consists increasingly of households headed by elderly women and containing young children and older relatives”. The population is very poor and a very good number basically depend on one form or another of government grant e.g. foster grant, child support grant, disability grant or old age pensions.

The case study school, a senior secondary school, offers tuition from Grade 10 to Grade 12. To populate this senior secondary school, there are five feeder schools in the township and also one from across town.

According to the *Amended National Norms and Standards for School Funding* of 2006 (DoE), each school in South Africa is assigned a poverty score based on the relative poverty of the community around the school. The variables taken into account when placing schools into quintiles (quintile means one fifth) are household or individual income, dependency ratio or

unemployment rates and the level of education of the community. The schools are then put into rank order from the poorest to the least poor, quintile one being the poorest and quintile five being the least poor. All schools up to quintile three are declared no-fee schools meaning that the learners are given free education and the schools are funded by the state. According to Dieltiens and Meny-Gibert (2012) “all Public Ordinary Schools in South Africa are classed into one of five quintiles. In 2007, schools in quintiles 1 to 2 were declared no-fees schools. This was extended to quintile 3 schools in 2010” (p.128).

The case study school is ranked as a quintile three school and is therefore a no-fee school. All no-fee schools have a nutrition programme - the case study school began this nutrition programme in 2010. It provides each child with at least one balanced meal during the day every week day that they are in school. According to the *Reviews of National Policies for Education* (DoE, 2006), the nutrition programme has been the responsibility of the Department of Education (DoE) since 2004 and has also been an incentive in improving the attendance of the learners. This programme has helped learners to pay more attention during class hours as hunger had become less of an issue now.



Photo of one the classroom blocks

At the beginning of the data collection phase of my study, I conducted a school profiling which revealed that the school has permanent, multi-storied face-brick buildings comprising an administration block, two classroom blocks, a library and a block with a tuck shop and rooms with facilities for wood work, though woodwork as a subject has now been phased out. Every block has ablution facilities. At the time of my study, some of the facilities were in disrepair. The roofing required painting; the guttering system needed replacement and the plumbing system in the ablution facilities needed attention.

The school surroundings, though, were well-maintained and kept clean. The grass was cut, mostly by the gentlemen employed by the Department of Education. The office blocks were shiny clean, thanks to the lady employed as general worker who does her job conscientiously. Every head of department has an office to themselves and the principal has his own office and an adjoining office where the clerk of the school was housed. The deputy principal too had an office next to the principal's office. This arrangement was conducive to the smooth management of the school. The teachers had their own classrooms so that learners moved from one class to the other as the period changed over. Almost every teacher had access to a private space as they had a room next to their classrooms to use for personal preparations and also for storing material that was needed for their teaching. TL2 verbalised this space available as, "*It's a big school. And allows you space, for example, I have an office of my own next door to me*" (TL2, II).

The laboratories, however, were not well equipped. The laboratories were used as classrooms for teaching, mostly by the science teachers. The school faced some challenges, primarily because of its location in a previously disadvantaged area. Thus the community was black South African in the main, a community marginalised during the era of apartheid. Some of the challenges faced at the school were as a consequence of the legacy of apartheid. In relation to the school's infrastructure, TL3 felt aggrieved that "*Your full potential is hampered by the absence of laboratories, absence of libraries*" (TL3, II). However, he acknowledged that the other aspects of the school were "*conducive to the attainment of good results*" (TL3, II). TL2 also commented about the absence of enough material available in the laboratories when he said "*You see the state of our laboratories, they don't have the basic things to do basic experiments*" (TL2, II).

The school compound was fenced and had lockable gates. TL3 felt that this allowed the school to control the movement of the learners in and out of the school during school hours. Since many of the learners lived in close proximity to the school they tended to walk home during break and not come back so "*the school had to opt for closing the gates during break time so that learners do not leave for their homes*" (TL3, II). In the view of TL3, this had both

advantages and disadvantages but the advantages outweighed the disadvantages because the learners were not tempted to leave (TL3, II).

Though there were challenges with infrastructure in terms of laboratories and libraries that were not fully equipped, TL2 added that *“This school has a lot of potential for growth. It’s situated at the centre, the heart of the community...things that people say about the school are very heart-warming”* (TL2, II). TL2 continued and added that because of its standing among the community, children came to the school from *“far and wide”* (TL2, II) though the main catchment area of the school was the township itself. Relative to the other schools in the surrounding area, its centrality worked to the benefit of the school. Though there was room for improvement, the general impression about the school was that the teachers worked hard and they were involved in *“various projects and various activities educational, cultural and otherwise”* (TL3, II) and children who attended this school passed at the end of Grade 12. This is vouched for by the documents pertaining to the results analysis that was scrutinised, where the results of the Grade 12’s stood at an average of 70% over the period 2011-2013(D1, analysis of results). This was quite an achievement considering that the pass percentage of the province lay below the 60% mark. TL3 thought that what attracted learners to the school was the *“track record of the school”* (II) in terms of the Grade 12 results.

The school had over 800 learners and the staff compliment was 22 educators and four non-teaching staff at the time of my study. All the staff was IsiXhosa speaking except for three teachers who were foreign nationals, a Ugandan, a Zimbabwean, and an Indian. The school had a principal, deputy principal and two Heads of Department (HoDs), a third HoD had retired recently. The one HoD was for Mathematics and the Sciences while the other was mainly for the Commerce subjects. Amongst the post level one teachers, there were six senior teachers, a promotional position that the government granted in recognition of long standing service to the department. According to the NAPTOSA website:

Senior and Master Teachers are post level 1 teachers that have been in education for many years. A post level 1 teacher starts on salary notch 85. By means of normal salary progression (satisfactory performance) he/she will reach notch 103 (after approximately 18 years).The only teachers currently in education with the titles of

Senior and Master Teacher are those that had the titles prior to 1 April 2008. (Online, 09 Jan, 2015).

It is interesting to note that at the case study school, the senior teachers formed part of the School Management Team (SMT) in spite of being in the lowest post level.

In the next section I present the analysis of the questionnaires completed by all the teaching staff (irrespective of their position) at the case study school on the topic of teacher leadership.

4.3 Teacher leadership at the case study school: A whole school perspective

4.3.1 General biographical information of the teaching staff

All the staff had been appointed on permanent terms by the Department of Education. In terms of gender there was a good balance, 55% of the staff were male and 45% female. On the management team there was an exact 50% gender balance. Of the staff members, 60% fell within the 41-50year age group, 23% were below this age group and the balance was above 50 years of age. Of the staff, 64% had qualifications with matric plus four years (M+4) of tertiary education, 18% had qualifications above this level with only a minority with an M+3 qualification, the minimum qualification to become a teacher within the Department of Education. The case study staff members were an experienced group of teachers with 73% of them having more than 16 years teaching experience; interestingly 59% have been working at the same school for over 16 years. This is indicative of a stable teaching staff.

4.3.2 The views of the staff on the topic of teacher leadership

The questionnaire sought answers to the two research questions; first, how was teacher leadership enacted at the school and, secondly, what were the enhancing and inhibiting factors

to teacher leadership. As discussed, Appendix 5 shows the specimen of the questionnaire which was completed by all members of staff. The responses varied between *strongly agree*, *agree*, *disagree* and *strongly disagree*. In analysing the data and for ease of reading, I condensed *strongly agree* and *agree* as one response, and *disagree* and *strongly disagree* as another.

Although the questionnaire comprised many questions which were divided into five sets, I have chosen to discuss only the most convincing responses to the research questions. The first set of questions was completed by all members of the staff, irrespective of rank. These tested the opinion of the respondents on the question of leadership. 100% of the respondents believed that all teachers could take a leadership role in the school, a point advanced by Lambert (2003), Jackson (2003) and Harris and Lambert (2003) and that they should be supported when doing so. The other two sets of questions tested PL1 teachers' participation and the participation of the SMT in leadership. The scores here suggested high levels (95 % all round) of PL1 teacher involvement in activities of taking initiative without being delegated, reflecting critically on one's own classroom teaching and participating in performance evaluation of teachers. Of the PL1 teachers, 100% also said they chose textbooks and instructional materials and that they kept up with the developments in teaching practice and learning areas as well as setting standards for learner behaviour in the school. These responses suggest a very enabling environment where teachers were given numerous opportunities to lead.

This PL1 teachers' data was strongly supported by the SMT's responses to questions which required them to reveal how they related to the teachers. Here there was 100% unanimity in the responses as they revealed that all SMT members worked with other teachers in organising and leading reviews of the school's year plan, encouraging teachers to participate in whole-school decision-making, choosing textbooks and learning materials, designing staff development programmes and designing the duty roster. The SMT's responses backed similar ones made by the PL1 teachers, and as such proved validity of the data. The next two sets of questions established how the teachers felt the SMT viewed them in relation to leadership while the other set asked the same opinion from the SMT themselves as to how they viewed the teachers regarding leadership. Again, the responses of the SMT showed 100% unanimity that

they had trust in educators' ability to lead, teachers were allowed to try out new ideas, their opinions were valued by the SMT and that team work was encouraged.

A study by Muijs and Harris (2007) suggests three possible categorisations of teacher leadership: 'developed' - where teacher leadership thrives with little or no hindrances, 'emergent' - where it does exist but has some hindering factors and 'restricted' - where there are many inhibitions and little space for teachers to exercise leadership. The statistics I have presented above suggest that, according to this first set of data, the general survey, the school demonstrated a 'developed' form of teacher leadership. The one area where there was a 'low' 66% agree/strongly agree response was to the statement, "Adequate opportunities are created for the staff to develop professionally". This, in my opinion, did not suggest restriction but that the notion of staff development still needed attention in the school.

Having analysed the survey questionnaires to find out about the staff's perceptions of teacher leadership at the case study school, I now move on to introduce my three participants one by one and examine their understanding of teacher leadership and the enactment of this leadership.

4.4 Teacher leader 1: The innovative initiator

4.4.1 Biographical information

TL1 is 46 years old and is married. She is a Xhosa lady who is proud of her heritage "*as Xhosa we are cluster families*" (II). She has a "*close-knit family. My family is my joy. I value my 'culture' or traditions because they accommodate each and every member; they are what hold us together*" (JE1). She lives with her husband near the school. This means she has fewer restrictions and can avail herself to the school and initiate change more easily as compared to many other teachers who live farther away from the school. TL1 grew up in a rural area of Queenstown at a Catholic mission school and only went to "*boarding school in Grade 11*" (II).

4.4.2 Personal attributes

She explained that she is not a “*confrontational person*” (II). Furthermore she is “*easily approachable; not much of a talker*” (JE4) though she can communicate with ease if need be. She began her teaching career at the case study school in 1989. At the time of the study she taught “*English in Grade 10 and Tourism in Grade 10 - 12*” (JE1).

4.4.3 Knowledge and skills

TL1 completed a Secondary Teacher Diploma from the University of Transkei and a Further Diploma in Education Technology from Rhodes University. She has done a few of the Pitman’s Secretarial courses focusing on office procedure, shorthand and typing. She also has basic computer skills having done the Pitman’s Elementary Computer Course (JE1). Pitman’s is a London based set of courses which are examined at many designated centres around the world and marked by external examiners, as mentioned on their site (Pitman’s, online). Pitman’s certificates are nationally and internationally recognised by individuals and by employers.

Pointing to TL1’s ability to handle administrative duties, I observed her during a staff meeting acting as the staff secretary taking minutes of the meeting (O, 02 May, 2013). TL1 mentioned that this was because she had the skill of writing well and had an excellent handwriting and was computer literate so she was “*the person that keeps records... who is knowledgeable [in] technology*” (FGI). With her skill of office practice she actually has been extremely useful in several other administrative functions sometimes even “*assisting the school clerk with office based correspondence*” (JE1).

4.4.4 Understanding of teacher leadership

According to TL1, a teacher leader is a teacher “*who both teaches and leads. Leads in the sense that she is able to work for and together with learners and other teachers*” (JE1). She

added that a teacher leader “*understands and accepts others*” (JE1). This is reflected in the words of Katzenmeyer and Moller that “teacher leaders are described as hardworking, involved with innovation, motivating students with a variety of abilities and available to other teachers” (2009, p. 10). TL1 understood teacher leaders to be professionals with attributes such as being polite and patient, trustworthy and understanding both inside and outside the classroom (JE1). According to MacBeath (2005), trust is the premise of distributed leadership and it operates at all levels of the school community namely individual, interpersonal, whole-school and at community level. TL1 also conceded “*I am a ‘cog’ in the community I am working*” (JE5).

4.4.5 Enactment of teacher leadership

TL1 exhibited her leadership in all four zones of Grant’s Model. While she showed strong leadership in Zones One, Three and Four of The Model, she was particularly strong in Zone Two where she proposed and initiated developments in the case study school’s curriculum, the second role in this second zone. I now move on to discuss TL1’s leadership in each of the four zones.

4.4.5.1 Teacher leadership in the zone of the classroom (Zone One)

Zone One of The Model is concerned with leadership in the classroom and has to do with improving one’s own teaching (Role One). TL1 was a competent leader in this zone. She was, however, particularly strong in the area of pastoral care (Indicator Six), in initiating and engaging autonomous decision-making (Indicator Seven) and in designing learning activities and improvising resources for use in the classroom (Indicator Three).

TL1 proved to be particularly strong on taking initiative. In this zone, demonstrating initiative is the seventh indicator. TL1 showed a lot of interest in introducing and teaching Tourism as a subject from Grade 10 to Grade 12. Though she had no formal training, she took it upon herself to go for the cluster and district training sessions for this subject. I observed her lessons where

she tried to “*improvise with use of a globe of the world and several clocks in the learning of time zones*” (O, 13 March, 2014). Improvisation using appropriate resources as alluded to earlier is the third indicator in the zone. TL1 kept her learners engaged in the lesson by asking several leading questions (O, 20 May, 2013). In addition, she also managed to keep her learners engaged during extra time known as ‘flexi-time’ on the timetable, as the learners seemed not to care to do anything constructive during such times (ongoing observation). TL1 showed her pastoral care in many instances. When children approached her for assistance, she explained: “*The child would come to you; you don’t know why the child has decided to tell you the problem at home...then you try to calm the person*” (II). She has comforted and encouraged several children who have voluntarily poured out their troubles to her “*Sometimes we don’t always succeed but we don’t give up...we are supposed to be guiding*” (II). Exercising pastoral care is evidence of Indicator Six of Zone One in The Model.

4.4.5.2 Teacher leadership - Leading other teachers and learners outside the classroom in curricular and extra-curricular activities (Zone Two)

TL1 was strong in her leadership within this second zone where she was especially capable of providing curriculum development (Role Two). TL1 believed “*We must be innovative and dynamic, then we will boast that we are moving forward*” (JE5). TL1 was “*dynamic*” because she never waited for anyone to push her into doing things; she had a lot of self-initiative. The literature on teacher leadership, according to Harris (2008), claims that distributed leadership is not “*simply delegation by another name*” (p.11). This gives credence to what TL1 stressed when she commented it was “*not always about delegation ...it might come through your initiation*” (FGI).

TL1 pointed out that, as language teachers, they used to do team teaching and if the lessons could not be accommodated then “*we used to teach them in groups...it would lighten our burden...I would do grammar for the whole grade*” (II). This example squarely falls into the second indicator of the curriculum development role in the form of team teaching. Senge (1990) asserts that team work harmonises energy and a synergy develops like the ‘coherent’ light of a laser unlike the light from an ordinary bulb which scatters light incoherently (see p.234). Laser

light is a monochromatic, highly focused beam of synchronized single-wavelength radiation - thus it is very bright and almost no energy is wasted. Incoherent light wastes a lot of its brightness as it produces differing wavelengths and spreads out in many directions. This is a simile that Senge uses to explain what happens when there are a lot of wasteful efforts when work is done as individuals (Senge, 1990). If the individuals are brought together it is possible to forge a concertive dynamic which represents more than the sum of the individual contributors (Bennet, Wise, Woods & Harvey, 2003).

At different times, TL1 initiated curriculum development as she “*introduced typing as a subject*” (JE1). In addition to this, she motivated the school to introduce Tourism as a subject in order to help improve Grade 12 results and to assist the learners to be self-employed at a later stage in life (JE1). Contextualising the curriculum for one’s own school falls under Role Two, Indicator Four of The Model. According to Grant (2012, p.58), “the existence of teacher leadership in Zone Two is an indication of devolution of power and shared decision-making in the school”. TL1 wholeheartedly engaged with Tourism though she has no formal training for it.

Another example of TL1’s teacher leadership was her involvement in extra-curricular activities as she initiated a project to get sponsors to furnish the school with computers and “*asked for a donation for the computers we used to have. I got some assistance to write some sort of business plan*” (II). Computer studies were never part of the main curriculum of the school so this was done after-hours. The school received refurbished computers which were used by the learners and “*ABET (Adult Basic Education and Training) learners were benefitting*” (II) and the community benefitted from it too. While this initiative placed her leadership in Zone Two of The Model, one could well argue that it credits her for Zone Four as well, the area of leading outside the school in the community. To keep the computer laboratory functional, TL1 embarked on a fund-raising activity and “*started asking for a small fee for whoever wanted to use it to get the training from the computer lab*” (II). This was not an easy feat; in fact she admitted that it was time-consuming and that a lot of teaching time was sacrificed which resulted in her classroom teaching and learning being affected. This concurs with Smylie and Denny who argue that the “time taken for work outside the classroom probably interferes with

time needed for students” (in Leithwood, Jantzi & Steinbach, 1999, p.117). TL1 was very often required to work in the office to get one of her projects off the ground and this, sadly, kept her away from the classroom.

4.4.5.3 Teacher leadership outside the classroom in whole school development (Zone Three)

Over and above her exceptional competence in leading in Zone Two, TL1 was also adequately competent as a leader in the zone of whole-school development. Data generated suggested that she was active in Role Five which is mainly about organising school practices and Role Six which is about participating in school level decision-making.

In Role Five, TL1 led the decision to restructure the girls’ uniform, as she was part of the uniform committee, and decided to “*change it from a pinafore and shirt to a skirt and blouse*” (JE2). In the process of doing so, TL1 had some challenges to face with introducing a matric jacket though “*...the task of the matric jacket was no longer a new thing because I had organised it since 2007*” (JE2). In August 2009 the uniform supplier she had found in Zwelitsha “*disappeared without supplying twelve skirts. She [the supplier] also ‘lost’ a black blazer from Woolworths*” (JE2). This created a lot of problems for TL1 in terms of explaining where these items had disappeared to and this also had financial implications. Further, TL1 recalled in her journal how in November 2009 she made arrangements with a Durban-based company to get the uniforms made and delivered. However, in 2011 “*I was embarrassed because it was treated as a matter of corruption*” and that she was making a business for herself - all of this coupled “*with back biting ... amongst colleagues... There was a ‘big’ meeting with the SGB and the school admin*” (JE2). Ultimately the whole project was handed over to the school. The ordering and sales of the uniforms was handled by the school clerk thereafter.

Despite all these setbacks due to the micropolitics at the school and the lack of trust because some staff members were of the view that TL1 had embarked on this project for personal gain

- she remained resilient. She held her head high in spite of the discontinuation of her project and wrote in her journal how she *“gets self-satisfied when I initiate something, see it succeeding through my efforts and people gain from it and acknowledge my contribution”*(JE2).

Through observation (June 2013) and my analysis of documents (D2, the school Organogram in particular), it became evident that TL1 was one of two teachers who was actively involved in the registration of Grade 10 and 11 learners. This is an example of the fifth indicator in Zone Three, a school practice with a strong management and administrative function.

I have delved into the specifics of my observation of this registration process so that the reader can understand the amount of work that goes into an exercise like this. This job got to be very hectic because of the large number of learners, *“around 300, in these grades”* (School profiling, Appendix 3). In Grade 10 it was a matter of getting *“each one of the learners to come in and fill in new applications as this is the entry level at the school and, in the case of repeaters, evidence of this has to be attached to that effect”* (O, June, 2013). In Grade 11 it involved *“correction to information of the existing learners, filling in forms for new learners”* (O, June, 2013) and also ensuring the repeaters were included. The last part of this process was *“making the composite lists”* (O, June, 2013) which in passing does not seem that chaotic but again, when considering the numbers of learners, this was quite an exercise. This kind of registration was a relatively new policy in that the examination section of the Department of Education had created a system which captured new learners at the school. This is an example of good teacher management by TL1, while all the other examples I have given of TL1 are more about leadership.

At the case study school, subject changes occur during the early part of each year if a learner feels that they cannot cope with the subject they are doing. These changes have to be effected when the preliminary schedules arrive. Policy allows for a learner to change two subjects per grade in both Grade 10 and 11(*Government Gazette No. 36042 of 28 December 2012*). Ultimately the system creates a preliminary schedule of learners for each grade. The

“preliminary schedule needs to be cross checked and verified” (O, June, 2013). If any further changes, such as surname changes or subject changes have to be made it was at this stage it could be done *“surname changes occur quite commonly because of the traditional and marital issues within families”*(O, June, 2013).

These activities have to be done each year by TL1 and a colleague without fail. The confidence of the management in TL1 was evident in this because the SMT could not afford to make mistakes in these activities and omit a learner. Though this enactment can be seen to be part of working with other teachers and learners in Zone Two, it does not have a well-defined role in The Model. It is worth noting that the Department of Education assigns this kind of intricate administrative task of registration of learners to the principal or at least the deputy principal. For TL1 to be involved in this annual exercise, she had to be delegated this duty by the principal. Jackson (2003, p.xvii) argues, “One of the myths of distributed leadership is that it equates with delegation. It does not. Delegation is a manifestation of power relations”. Be that as it may, the fact that TL1 executed this delegated task annually suggests not only the SMT’s confidence in her, but also her strong leadership and management acumen.

4.4.5.4 Teacher leadership - Between neighbouring schools in the community (Zone Four)

According to The Model, this final zone deals with leadership exhibited by teachers in the community and beyond the school. From my discussion of TL1’s leadership in the second zone, I hinted at TL1’s leadership involvement in this fourth zone through the computer literacy programme which also benefited ABET students and the community.

TL1 was instrumental in the lives of many former learners of the case study school and she wanted to get them on to a road that would give them hope for the future. Though the school had designated teachers to assist learners in such instances, TL1 felt that not enough was done for these young people as she often found *“correspondence from various institutions would be left lying in the office, no one would attend to it”* (II). She would take the communication to

the learners, both former and present, and follow up on the applications. TL1 also became the mediator between several corporate businesses and the school through her former learners as contacts: *“The contact for these people would say we want qualifications of this nature and we need four or five learners to do these courses”* (II). This helped former learners get placements in different organisations in learnership programmes or internships and, at other times, it opened doors for further studies.

In Role Two of this fourth zone, the third indicator for this role is about liaising with the School Governing Body (SGB). In this regard, TL1 was an SGB member of the case study school: *“I served for three terms”* (II) and she happened to be involved during the years when redeployment was introduced in the schools. It was required for the school to identify the teachers who were in excess, according to the staff establishment. One of the identified teachers *“was giving false information”* (II) so that she did not have to leave. Apparently the teacher in question was a primary school teacher but was teaching in a high school. However, TL1 explained how *“we had to go to Port Elizabeth to get to the files”* (II) to prove that the school was accused wrongfully by claiming that this teacher was not suitable for the needs of a high school. The education offices were in Port Elizabeth at the time. Ultimately the credibility of the school was restored as they could prove that the teacher in question was not actually qualified to be at a high school and the teacher had to leave.

Being part of the SGB, TL1 described another incident at the school where she demonstrated leadership. Because of her participation on the interview committee, she became caught up in a power struggle that ensued during the appointment of a principal for the school. Several teachers within the school vied for the post and she got caught in the micro-political fray – the cross-fire. In this case she expressed her dismay at the way things went:

How can four or five members of the same school apply for the principalship? Parents were puzzled why this was the case...It was not easy even then, there were tensions even before short listing...I was secretary then and prepared the questions (II).

Since there were several members among the same staff who had applied for the principal's post, it caused quite a rift amongst the staff. Each felt more worthy of the post than the next.

Obviously only one of them was appointed as principal leading to even more division and rivalry. Fortunately, after all the difficulties faced “*it took a long time to quietly diffuse*” (II). This example demonstrates TL1’s ability as a leader to negotiate difficult situations and resolve conflict. Having discussed the enactment of leadership by TL1, I now move on to discuss the leadership narrative of TL2.

4.5 Teacher leader 2: The expert English teacher and cluster leader

4.5.1 Biographical information

TL2 is a 46 year old married man who has been a teacher since 1995. He is a Xhosa who was born and bred in the community where the school is situated. He has two sons, the older being at a tertiary institution and the younger in Grade 1. His wife is a primary school teacher. TL2 is the eldest of three siblings. His elderly parents live in the township where the school is situated.

TL2 lives in a house built according to his plan or design in the town. He has drawn several plans for the houses of his colleagues and friends as a hobby. He made mention that the drawing of plans was driven by the need to build a house for his parents initially: “*I went to the library. I spent time there with different kinds of plans*” (II). It is worth noting that TL2 spent quite some time at the local library, unlike most of his colleagues in rural or township settings. Drawing plans slowly grew into a passion to create dwelling places according to his plans. Since he was not a qualified architect he never asked for remuneration for his efforts. He has ultimately lost count of the number of plans he has created thus far. He was quite chuffed about his achievement: “*I am proud of that*” (II).

4.5.2 Personal attributes

TL2 is an avid reader who is always reading during any available spare time: *“I read all the newspapers ...for information, for political topics...I am very interested in information”* (II). He reads for entertainment and enjoys novels such as *“Inferno by Dan Brown”* (II). He acknowledges the role his mother played in developing the habit of reading: *“I owe it to my mother. When I was a kid she used to bring the Herald and the Dispatch as the white family she was working for read these, that’s how I got into reading”* (II). As a leader, TL2 felt that he had been in pursuits that relate to *“reading – studying – learning – coaching and in those related to sport”* (JE5).

In his journal, TL2 reminisced about himself as a teenager how he was politically motivated and *“my involvement in the struggle was the defining experience of my whole life so far”*. At the University of the Western Cape (UWC) he was immersed in political activism and spent hours in the libraries. The political ideology that he was exposed to *“shaped my view of the world”*. He felt that the ANC *“has undergone moral degeneration. It lives in its past glory”*. This has resulted in him relinquishing his political activism *“politics has fallen by the wayside as a result of my disillusionment with the ANC”* (JE5).

He loves sporting activities and has *“at least on one occasion represented UWC in an intervarsity rugby match against UCT (University of Cape Town)”* (JE5).

One of his main attributes was that he could *“work under a fair amount of pressure”* (JE4). His other attribute was that he was self-motivated and, of himself, he said *“that if there is work to be done and I am the one to do it I must do it”* (JE4). These attributes allowed him to take on large amounts of work and he managed to obtain a 100% pass rate in the Grade 12 English finals since 2008. The only year he had three learners failing was 2009 and this too was *“out of 224learners”* (JE4) presented that year.

TL2 likes to think things through so he comes across as quite a loner and he tends “*to walk on my own...I can be away from other people, I avoid them if I want to*” (II). He felt that most of his colleagues think that he is better than other people and very often they are not comfortable in his company. He too feels their pettiness and chooses to isolate himself. Socially he finds that he is a misfit because he finds “*their talk trivial and immature...I may be arrogant ...you think your own ideas are superior*” (II). Drawing on Lieberman and Friedrich, the intellectualism he exhibits can be “perceived as bragging or working against egalitarian culture” (2007, p. 43). Except for one particular teacher, the others do not even invite him to weekend gatherings and “*not a single guy walks into your yard*” (II).

He was not a senior teacher as categorised by the Department of Education; he was a post level 1 teacher who excelled in his work as an English teacher: “*I’m not close to the management*” (II). This meant that all the initiatives and leadership work he did in the school was not because of any managerial position.

4.5.3 Knowledge and skills

TL2 began his teaching career in 1995 in Cape Town after the completion of his Higher Diploma in Education in 1994. He has a bachelor’s degree from the University of the Western Cape (UWC) and also has an Honours degree “*majoring in English and History*” (JE1) from the University of Cape Town (UCT). He was a former learner of the case study school and completed his matric under the tutelage of the teachers here. He did his course work for a Master’s degree at UWC but “*never submitted the final draft of the mini-thesis*” (JE1), much to his regret.

Knowledge and skills are not static, argued TL2. He deemed that “*skills can be upgraded to meet the changing environment and context of application*” (JE4); furthermore knowledge “*expands and deepens as a result of research*” (JE4). He had aspirations of joining Cambridge University or Princeton, New Jersey but that never happened. Most recently “*I went to Rhodes University ...November last year...they offered me an attractive package ...register with them*

for a Master's degree over 2 years" (II). He still hoped to take this offer. He has not yet done so.

4.5.4 Understanding of teacher leadership

According to TL2:

Leadership has to do with some qualities that one has such as being able to organise people around you, around a common goal, and not only that, to be successful. So getting skills, the necessary skills, to be able to work with a person to organise resources and organise people successfully, that is leadership (II).

Unlike TL1, TL2 subscribed to the notion of multiple leaders as in Spillane's distributed leadership framing (2006, p. 15); leadership "*is not concentrated on one person, there are layers of leadership which complement each other*" (FGI). TL2 gave the example of the leadership styles exhibited in the book "Lord of the Flies" by two characters namely Simon and Ralph. He explained how Simon was an example of what he termed negative leadership and Ralph an example of positive leadership. Using this example, he gave his opinion of how leadership should take shape. Ralph being the leader with the vision of getting the group out of the marooned island went about "*calling a meeting, setting rules, organising, assigning duties and coming up with strategies*" (FGI). On the other hand, leadership could be "*disruptive and counterproductive*" as well, if your eye is taken off the vision and goes for "*entertainment rather than self-preservation*" (FGI) like Simon did. According to Senge (1990), visions can be negative as well as positive. Senge argues that negative visions are limiting and fear underlies negative vision whereas positive vision is driven by the power of aspirations.

During the focus group interview, all three teacher leaders were involved in the discussion on leadership. During this interview, TL2 was of the view that a teacher leader stands in the "*place of parents...as the significant adult, not only in academic matters but also in matters relating to general conduct*" (FGI). He understood and felt the weight of being "*entrusted with society's young minds*" (FGI) therefore it was the responsibility of the teacher leader to be exemplary in

behaviour because “*he holds a significant social position*” (FGI). This view was endorsed in this interview by both TL1 and TL3.

4.5.5 Enactment of teacher leadership

As with TL1, TL2 demonstrated teacher leadership across all four zones. However, he demonstrated particularly strong leadership in Zones One and Four.

4.5.5.1 Teacher leadership in the zone of the classroom (Zone One)

Katzenmeyer and Moller (2009, p.6) state that “the professional teacher is first of all competent in the classroom through the facilitation of students’ learning”. TL2 had over the years proven to be an expert teacher (Indicator One within Role One) in the field of English as a second language. I found overwhelming evidence of his expertise when examining the analysis of Grade 12 results (D1, analysis of results) over the past years and his own admission in his journal entries and interview. He consistently obtained almost 100% pass rate.

In July 1997, TL2 decided to come back home from Cape Town and began teaching at his alma mater. “*By and large I have been a successful English teacher in that I have managed to get more than 99% of my learners to pass English since 2008*” (JE 1). TL2’s English was arguably the best performing subject in the school at matriculation level.

TL2 explained that before 2008 “*I used to teach History too (Grade 10 - 12)*” (JE1). However since then he has been an English teacher mainly to Grade 12s. He engaged Grade 10s as well but this meant, given the numbers of learners, that he taught “*seven classes, over seven periods everyday...the biggest class of which has 52 learners*” (JE1). By anybody’s standards, this teacher has a huge workload. TL2 reflected in his journal that, in addition to his normal load, he volunteered “*out of compassion and concern*” (JE1) for the children to take it upon himself

the challenge of teaching two extra Grade 10 classes when their English teacher was on “*sick leave following a serious illness...the situation was desperate as everyone’s hands were full*”. TL2 decided to do this “*without anybody’s advice or suggestion*” so that the learners would not sit without marks for the first term. Although this praiseworthy enactment of teacher leadership falls in Role Two, I also place it in Zone Two as he took initiative and engaged in autonomous decision-making to make change happen in the classroom to benefit learners which were outside his designated class, thus impacting on the broader school.

I observed a similar concern raised by TL2 during the first staff meeting of the second term, about the Grade 12 History in the absence of the same teacher mentioned above: “*What is the position of the Grade 12 learners with respect to the syllabus coverage?*”(O, staff meeting 1, 8 April, 2013). In reply the other History teacher in the school said that they were being given priority over the lower grades. TL2 was pacified by the arrangement. This kind of concern could be seen as a shift from “individualism to professional community” as Lieberman and Miller (2004) further explain is “a move from concerns about *my* students in *my* classroom to *our* students in *our* school” (p.11). Again, this concern could be raised in Zone Two, however I categorise it as an example of Zone One because it is more about the interest of the learners within the classroom.

TL2 was an expert English teacher with great success in the pass rates of Grade 12’s. He ensured that the learners did their CASS work thoroughly and if need be he would “*make the learner produce another draft and another one under controlled conditions*” (JE4). In the interview I had with him, he described a very lengthy process that he went through with the learners’ essays, marking first drafts, making enlightening remarks on them, making the learners rewrite them, discussing the work and re-marking it until he got a satisfactory result.

If a learner doesn’t get it right the first time, I sit down with the learner, I talk to the learner, I discuss with the learner, I write comments, guiding comments on the questions that will guide the learner on this script(II).

This daunting process suggested not only that he was committed to his work, but also that he was truly concerned about his learners who were of the same locality as his home. This meant a lot of extra marking and constant feedback. However, in this way TL2 boosted the learners’

confidence in essay writing which contributed a greater percentage of the overall marks in the English exams.

TL2 uplifted the results of the matriculants of this school. According to the pass requirements for Grade 12's, when this was written, they could only fail one subject out of the seven they presented. So if English had been failed then the probability of a good number of them failing was exponentially high. TL2 reveals, *"I have the ability to get my learners' attention, and I seem to be successful in getting them to do what I want them to do"* (II).

When resources were unavailable TL2 explained that *"improvising is what we have been doing all along in class...making do with writing notes on the board when we didn't have copiers"* (FGI). When I observed his lesson, the photocopiers were in working order but I found *"copious amounts of notes on the blackboard"* (O, 21 May, 2013), apparently from a previous lesson. This was his way of saving the resources of the school as making copies for the large numbers would use up too much of the resources. TL2 has gone out of his way to provide material for his teaching aid when he *"went to Queenstown to buy a DVD disk that is based on 'Nothing but the Truth' ...couldn't play it...there was no machinery to...had to go out of the school yard to borrow a TV set from my aunt here"* (II). 'Nothing but the Truth' was the set work for the Grade 12 learners doing English as a first additional language which is essentially the second language. The above discussion on the work of this teacher leader suggests that his success as an English teacher was due to a keen interest in his learners and his subject, as well as being exceptionally hard working. From the evidence provided, it was clear that TL2's classroom leadership was his strongest area.

4.5.5.2 Working with other teachers and learners outside the classroom in curricular and extra-curricular activities (Zone Two)

Besides excelling in his leadership within the classroom, TL2 showed a considerable amount of leadership outside of the classroom in curricular and extra-curricular activities, which in The Model is Zone Two.

In this zone, TL2's greatest feat is probably that he introduced a sporting code which had never existed in the school. *"When I arrived at the school in 1997 I realised that there was one other sporting code that was missing even though the learners wanted to play [it]. That was cricket."* (JE2). These learners had learned it at a nearby primary school which was a feeder school. Sadly, when TL2 introduced the idea of starting the sport in the school, *"nobody showed any interest"* (JE2). Fortunately, the case study school had some cricket equipment which had been sponsored by the national lottery board. Even though in his words, *"my knowledge of cricket was limited,"* he took up the challenge and introduced the game in the school. This required him to go through the motions of learning it. *"I had to turn to Mr X for assistance with the rules of the game, umpiring, recording of the scores and other technical matters relating to this most complicated of sports"* (JE2). That was not all. The school did not have cricket grounds. The task of creating a cricket field lay on his shoulders. Undeterred, he engaged in the work which, on all accounts, must have been quite challenging.

My boys and I had to prepare a crease with spades and things. The grass was knee-high and the balls frequently got lost and we would spend minutes looking for them but we did not give up (JE2).

These efforts paid off as the sport developed and the learners enjoyed it: *"They like, they like it"* (II). It was with deep sadness though to learn that this pioneering work of a lone teacher leader has amounted to nothing much. At the time of my research, cricket was not actively played in the school. In an interview, TL2 reported, *"It is barely functional"* but added, *"It is functional, the boys are there; they are willing to play and we have some equipment, although it's getting damaged as we go on practicing"* (II).

This initiative, of which TL2 remarked, *"with learners it is a popular sport,"* (II) faced a lot of hindrances which led to it being just a break-time activity for the interested learners. Besides a lack of interest by the teachers to support TL2 in the sport, the school also did not support it through funding. *"We still are not included in the school's budget, there's nothing that says, 'cricket'"* (II). In addition, even after so many years since its inception, it still has no playing field. The other hindrance, though not of the school's making, was *"scarcity of opposition"* (II)

for the school's team. TL2 revealed that "*cricket is not a popular sport around the town*" (II) and that the only schools they could play with were the primary school which had laid the foundations for their learners but whose learners are obviously younger, and schools in King William's Town for which "*the school does not have the money to cover travelling expenses*"(JE2). The "*white*" High School, he revealed, has always "*consistently refused to play against*" (JE2) their team.

Cricket was not the only area of sport where TL2 showed leadership. He was the sports master for a long time. Of that, he remarked, "*That role I enjoyed it a lot. I enjoyed it a lot*" (II). He elaborated on his work in this area,

My job involved contacting schools and arranging incoming and outgoing matches, making transport arrangements, welcoming guests and seeing them off. It also meant taking stock of sporting equipment, following up on lost sports items etc. I did that job for many years, sometimes alone. I enjoyed that kind of work because I love sport very much (JE3).

This was in addition to the work of regularly spending afternoons on the sports grounds for training sessions. However, when he came to school early this year after a short hospitalisation due to ill health, he found, to his disappointment, that he was not re-elected. Later the sports committee decided that they needed his assistance:

They co-opted me now; it is something I do not understand. I am on the Committee, I am working fulltime on the Committee, and I am working as if I have a mandate. Which makes me wonder why, because I feel really bad about it; I like sport very much. I don't just like watching it; I still play it (II).

This statement suggests that in spite of being treated unfairly in this regard and the lack of support he got in his cricket initiative, he still loved sport. As a researcher, I was moved when he said, "*I am working as if I have a mandate*". If one considers this teacher leader's commitment in classroom work, one realises that he had a strong sense of commitment to everything that he does.

As if his leadership in sport was not enough involvement in extra-curricular activities, TL2 also led the school's Debating Teams. He revealed, "*I have been with the Debating Teams of this school for a long time. That's another area that has largely been overlooked here*" (II). As in cricket, he again revealed, "*I have had to work alone most of the time*" "in the area which he said,

It involves a lot of work. You have to coach your learners; you have to lead them in the research that they do as they prepare for the contest. You have to put together your debating teams; you have to help them prepare, look for information (II).

This amount of effort seems to pay off as he reported many winnings for his team. Although he says they have not been very successful from district level upwards, he reported,

This year we went substantially far. Our learner, this girl, started competing at circuit level. She won there. She went to the district level and the speech contest was held in Bisho. She won there. Then she went to the regional level. She won there. And then she went to the provincial level in the Chambers of Parliament (II).

Although TL2 reported that the learner did not win that extremely high level of the competition, he proudly reported that she put up a very good performance. This, like all his work, suggests the amount of rigour and commitment that he put to all his work, especially if one considers that debating work required a lot from the teacher too.

4.5.5.3 Teacher leadership in whole school development issues (Zone Three)

The next zone of teacher leadership in The Model involves whole-school development issues such as vision building and policy development. Again TL2 displayed excellent leadership when he spearheaded yet another venture. During an interview he told me that he was the one who drafted the school's vision statement.

The mission of the school was drafted by me. It was thought out by me, it was phrased by me...I wrote the mission and the vision of the school...I did that alone (II).

For an individual who was not even on the SMT to phrase and form the whole mission and vision statement of a school suggests above average leadership ability. Just this one example of his involvement at this level showed that TL2 was an effective leader even at this elevated level of the leadership model.

The Model also shows Role Six with Indicator One being awareness of, and being non-partisan to, micro-politics of school (i.e. working with integrity, trust and transparency). This brings my discussion to another point that I believe is worth mentioning about this teacher leader. Although he involved himself so much in the affairs of the school he was a loner. He explained, *“I like to walk on my own ... I straighten up my thoughts”* and regarding some of his colleagues, he adds, *“I find their talk trivial and immature”* (II). In my opinion such a stance suggests integrity in the person.

The Model also shows, under Role Five and the fourth indicator, which is mediation as a union representative, TL2 acted as a mediator when he was a site steward. Although this work mainly involved union activities, he noted, *“As a site leader...you have to see to the welfare of the members. If a member has a problem you have to take care of that problem...you have to lead the process of resolving that”* (II). He then related the story of the principal having a problem with one of the staff members which required him to write letters to the union branch alerting them of the problem, and going back and forth to have the issue resolved. Although this kind of work falls in the next zone of the model, I included it because it entailed his mediation internally as a union representative.

4.5.5.4 Teacher leadership- Between neighbouring schools in the community (Zone Four)

Unlike either TL1 or TL3, TL2 exhibited leadership in this zone in a completely different role which was as a cluster leader, a mentor and a union leader. TL2 showed exceptional leadership in the zone of working with neighbouring schools, according to The Model and specifically in Role Two consistent with the fourth indicator which is with respect to networking at district level when he says:

I am still a cluster leader. And I think I am going to be a cluster leader for a little while longer, because now the role of cluster leader is taking on a more serious note. The role of cluster leader is being explained and it appears that cluster leaders are taking on a role of more importance. Like exercising leadership in the circuits where they work, coordinating the work of the individual educators. So now the cluster leaders are being given a bigger task than before, of coordinating things in their circuits; of getting educators together to talk about these challenges that they share, which they were not talking about (II).

As a cluster leader, TL2 called for cluster meetings for “*joint planning by educators ...review common paper ...set common paper...discuss Examiner’s reports. The cluster leader has to set the agenda and after the meeting report deliberations to the subject advisor*” (JE3). He shared his expertise of the subject with teachers within the cluster.

TL2 as a cluster leader also got “*the educators together to talk about common issues, and to do common planning and it needs somebody to do this coordinating*” (II). He forged close relationships and built rapport with teachers where there was mutual learning (Role Three, Indicator One). His contributions to the cluster and district had not gone unnoticed by the English teachers in the area. As evidence of this, he narrated an interesting encounter he had with an unfamiliar teacher, from another school in the district. He was in the queue at a bank in King William’s town when this teacher approached him with instant recognition even though he had no clue who this person was and struck up a conversation:

Now that the subject advisor is set to retire, why don’t you be the new subject advisor, because most of us teachers think you are suited to this job? You have substantial amount of knowledge of these things. I said I am very flattered (II).

Mentoring and inducting is the fourth indicator in Role Three of this zone of The Model. Using this lens, it was clear that TL2 took up a mentoring role when he got to “*explain things to*” the teacher from the next door school, “*and he seems to appreciate, and I can really see that without supervision, without guidance and mentoring, he admits that he does not know what to do when he stands up in class, especially these Continuous Assessment (CASS) things*” (II).

Another instance where TL2 helped teachers of neighbouring schools in an informal mentoring role was:

For example, there is a school here next door; they have just introduced Grade 10. I have to mentor him, as a cluster leader. And he has come here often to ask for material, asking for information, asking for all sorts of things. I have had to take from the text books that I have, new and old, to give to him (II).

He further assisted other language teachers when he had to assist a teacher who “*had been drafted in from the Social Sciences after they lost their long-standing English teacher*” (II) after his demise. Since this teacher had said “*I have no background in the teaching of English whatsoever*” (II) he assisted her with the choice of set books and also with the content that had to be taught at Grade 10.

In my discussion under Zone Three, I alluded to TL2’s involvement in union activity as a site steward. Here he exhibited integrity, trust and transparency as suggested by the sixth indicator of Role Three when he acted as a site steward at the school for South African Democratic Teachers Union (SADTU), the main teacher’s union at the school. During the year that there was a teachers’ strike he was:

made responsible for the propaganda section of the organising committee. Among other things we were to prepare appropriately worded placards and design and distribute pamphlets among our members (JE3).

This demonstrates leadership activity outside the school. The fact that he was specifically chosen to do this confirms his propensity for use of words was a well-known fact among the union comrades.

Having discussed the leadership of TL1 and TL2, I now move on to the leadership of TL3 in the next section.

4.6 Teacher leader 3: The coordinator and experienced Life Sciences educator

4.6.1 Biographical information

TL3, the third participant in my research, is a fifty year old man born in a rural town in the Eastern Cape. He is married; he and his wife have four children of which the last born is a

male child. His wife is a nurse in the nearby clinic. The eldest of his daughters' works with Metrorail, the second is at Nelson Mandela Metropolitan University (NMMU). The other two are still at school. He has two brothers and two sisters.

4.6.2 Personal attributes

TL3 identified himself as the Life Sciences educator in the school when he said *"I am presently handling Life Sciences as a subject...I am more experienced in all aspects. I try to help in terms of preparation"* (II). He began teaching at this school in 1984.

TL3 enjoyed *"teaching occasionally"* because he had been de-motivated by *"lack of parental involvement, lack of seriousness from learners and their ill-discipline as well as the poor remuneration and no upward mobility"* (JE1). Though TL3 felt demoralised, he reiterated *"the job itself, I don't have a problem. I like doing the job"* (II).

He is a sports enthusiast and he is *"involved in local sport clubs - soccer specifically"* (II). He supported the local club financially and *"buy them kits...balls. Most of them in the club are school kids"* (II). Very often during his free time *"I go to the soccer field"* (II). Prior to 1994 he was quite involved in politics until about 1990 when he lost his older brother as he was shot by the police. It seemed to be part of the political unrest at the time. He had a business interest, *"I used to run a small business"* (II) however he had sold it and now after school hours, *"I am looking after my cattle. I have a few cattle because I stopped doing business. I sold the business. I am looking after cattle"* (II).

4.6.3 Knowledge and skills

TL3 has done a Secondary Teachers Diploma, majoring with Biology and IsiXhosa, at Cape College in Fort Beaufort. He qualified with a Further Diploma in Education, specialising in

Management, from Potchefstroom University. He also completed a Technical Instructors Course which gave him some skills in Carpentry and Bricklaying. He enrolled for a B Ed Honours degree but never proceeded to complete the course.

Currently he teaches Life Sciences to Grade 12 and Business Studies to Grade 10. He volunteered to teach Business Studies because of the shortage of teachers in the subject despite the fact that he did not have any formal training in the subject.

4.6.4 Understanding of teacher leadership

TL3, like TL1, understood a teacher leader to be somebody “*who takes responsibility and initiative in various aspects of the school...avails themselves in leadership, management and tuition...is willing to provide guidance and direction*” (II). A similar sentiment was raised by TL3 in his journal in which noted that a teacher leader is “*somebody who is willing to provide guidance and direction when called upon*” (JE2). TL3 believed teacher leadership was mostly exercised “*in the level of the classroom*” (II). However, my reading of TL3 was that he exhibited strong leadership in other areas as well. He felt that teacher leaders were “*duty bound ...to guide learners to upper levels*” (FGI) this with the view to helping the learners achieve livelihoods that were profitable to them ultimately. A teacher leader should have qualities such as “*decisiveness, knowledge of the institution, desire to reach goals set for the organisation to fulfil the mission of the school*” (FGI). He gave me a sense that he liked to have some order and therefore used words such as “*coordination*” and “*smooth transition*” (II). He used these words especially when he mentioned about the need of an extra classes time-table for Grade 12’s and in the way in which admissions to Grade 10 happened. I pick up on these aspects in the discussion of TL3’s enactment of leadership.

4.6.5 Enactment of teacher leadership

TL3 is first and foremost a teacher and leader in the classroom (Zone One) but he also excelled in Zone Two and Four. In Zone Two he worked with other teachers within the school and in Zone Four he networked with other schools.

4.6.5.1 Teacher leadership in the zone of the classroom (Zone One)

In the zone of the classroom TL3 kept abreast of new developments by attending workshops (Role One, Indicator One) when he said: “*I try to attend workshops...especially on aspects of evolution*” (II). Evolution was a new section introduced into the present Life Sciences syllabus for Grades 10 to 12.

I observed his lesson, albeit once during a revision session with Life Sciences in Grade 12, on the 21st of May 2013. I had evidence of this in the form of a recording done on my tablet (phone device). I noticed that:

The classroom walls displayed timetables and classroom cleaning roster. The blackboard had diagrams which looked like that of the central nervous system and the passing of impulses. The lesson was conducted with the help of handouts which every learner had with them. The classroom had some chairs strewn about but it was not rearranged for the lesson. The learners present had enough chairs to use so no one really cared to remove the extra chairs which were out of place (O, class, 21 May, 2013).

The fact that the classroom walls displayed the time-table and the cleaning rosters was indicative of the organising and order he was so passionate about. In my opinion, though this observation was done only once, it indicated that TL3 was eager to start with the lesson rather than waste time getting the classroom orderly; this was incongruent with his general behaviour in other aspects. I observed that he disliked the thought of wasting time on petty issues. Where the chairs were placed or the order in the class took very little importance in the main business of the day which was to get the subject matter across.

I move on to Zone Two; the area TL3 demonstrated remarkable leadership.

4.6.5.2 Teacher leadership - Leading other teachers and learners outside the classroom in curricular and extra-curricular activities (Zone Two)

TL3 was a curriculum leader, an aspect in Zone Two, because of his teaching experience and his expertise. TL3 did peer coaching (Role Three, Indicator Three) when he said, “*As the one who is more experienced than the others educators in all aspects*” (II).

TL3 showed a lot of interest in the welfare of the learners, especially when it came to the results of the Grade 12s. The improvement of the performance of learners through TL3’s initiative is the fourth indicator in the second role. The results improved from the 30% levels after 2009 subsequent to TL3 having helped implement a “*comprehensive revision strategy for Grade 12s so as to improve the pass rate and as such the pass rates dramatically improved to 75% in 2010 and to 84% in 2011*” (JE1). This claim was further supported by Document 1 (D1) which showed the analysis of results of the case study school.

In accordance with Role Two and Indicator Five, TL3 attended “*the workshops*” conducted by the DoE and when he came back and passed “*on the knowledge that I get on handling various aspects such as experimentation in our subject*” to the other teachers (II). It did not end there - he was also diligent in assisting teachers in the overall improvement of the teaching of their subject when he stated that I “*always avail myself ...in terms of moving in for them in those particular areas*” (II). When he spoke of ‘moving in’ it meant that he physically went to the other teachers’ class to teach the area of difficulty. This was a similar sentiment as raised by TL1 about team teaching. This is in line with Role Two and Indicator Two which deals with team teaching.

Another aspect in Role Two, Indicator Six is leading extra-curricular activities. TL3 explained how he participated in “*extra-curricular activities as I understand the importance in grooming ...moulding of our learners*” (II).

As TL3 was not the only teacher handling this subject, he helped in terms “*of preparation, how to approach certain lessons as they are new... ‘Evolution’ for instance*” (II) this can be placed in Role Three and Indicator One of The Model which is about forging close relationships and building rapport with individual teachers through which mutual learning takes place.

4.6.5.3 Teacher leadership outside the classroom in whole-school development (Zone Three)

School-based planning and decision-making, the sixth indicator of Role Six of The Model in whole school development, was the main forte of TL3.

TL3 was very involved in the whole-school development where he participated in Role Six of The Model which is about decision-making within the school. In a staff meeting which concerned the building of a school hall, TL3 suggested that they “*ask TL2 to draw a plan for the hall so that the project can proceed*” (O, staff meeting 2, 02 May, 2013). It is known among colleagues that TL2 was capable of drawing plans as I had alluded to earlier. This suggestion was then noted and accepted.

TL3 was involved in matters related to time-tabling and in admissions “*I coordinate extra classes ... I fully participate in that programme of trying to establish healthy relations and healthy coordination between schools*” (II). He coordinated the admission of learners into this school from other schools especially to Grade 10 because “*I am part of the admissions committee*” (II). He also coordinated the curriculum options the school has each year and shared this information with the feeder schools.

TL3 was drawn on by the management of the school to make up time-tables of different kinds according to their needs. TL3 showed his leadership in Role Six, Indicator Five as part of planning and decision-making. TL3 was always “*available when management aspects are*

there to be done. Such as organisation of extra classes...drafting of time-tables...so that there is coordination in what we do as educators” (II). It revealed the meticulous nature of TL3 in everything he got involved with.

His training in technical subjects allowed him to assist the non-teaching staff “*because they have little expertise when it comes to working [hands on] like the experience I got from Pietermaritzburg. I like that side of things, working with my hands” (II).* He therefore formed part of the committee that assisted in taking care of the school grounds and general maintenance of the school structures. This could be seen as his participative leadership and sense of ownership as indicated in Role Six and the sixth indicator.

This sense of ownership was further confirmed when very often TL3 would purchase what was required from his own funds and claimed his money back using the required documentation. He did this because the proper functioning of the school also depended on procuring the materials required at the appropriate time. TL3 was part of the procurement committee and was also “*chairperson of this committee” (II).*

5.6.5.4 Teacher leadership- Between neighbouring schools in the community (Zone Four)

The main thrust of the leadership of TL3 in this zone of networking across schools was in connection with liaising with neighbouring feeder schools about curriculum issues. He kept contact with schools in relation to the requirements for admission to the case study school. Although this was not a direct fit to Role Two, I positioned it there because it involved liaising outside the confines of the school. TL3 facilitated this by:

Maintain links with those schools ...so that there is smooth coordination between us and those different schools ...we do wholesome discussions with these schools...to bridge the gap (II).

Being part of the admissions committee made it important for TL3 to liaise with neighbouring schools. He would make sure that the admission forms were distributed into the various feeder schools, just before the schools began the end of year exams. This gave all involved enough time to make their decisions and submit the application forms back. By the time schools closed, he had sorted the applications into possible streams of classes categorised into the subject groups. This assisted the management of the school to organise for the following year.

This concludes the section on the enactment of teacher leadership at the case study school. I now go on to examine the factors that enhanced and hindered teacher leadership at the school in response to my second research question.

4.7 Factors enhancing teacher leadership

A number of factors contributed to the effectiveness of the leadership of my three participants at the case study school. These factors included: the school's setting and infrastructure, the culture of committees and delegation, room for initiative and the culture of hard work in the school in general. As such, these factors contributed to a general ethos of leadership in the school.

4.7.1 Setting of the school and infra-structure

The case study school was in “*close proximity to the learners' homes*” and this had an advantage in that the “*kids have to walk short distances from their homes to school*” (TL3, II). The fact that most of the children lived close by allowed the teachers to exercise greater control over the learners and any possible discipline issues that arose. For example, TL2 was a bona fide teacher from the same locality. He wrote in his journal about his experience of the learners and the community:

I am familiar with most of my learners or their families. I know the parents of many of my learners or I know their sibling who once studied here or I know family

names or clan names because I come from this community. I was born around here and I grew up here (TL2, JE1).

It was also a fact that many of the teachers in the school were “*born in and around this community*” and many of them studied in the same institutions and grew up in the same conditions so “*it makes a lot of difference in the way we relate to each other. It gives us a degree of mutual understanding and a sense of common purpose*” (TL2, JE1). This worked to the benefit of leadership enactment in the school. Teachers mostly understood each other and had a common goal. This scenario was an illustration of what Sergiovanni (2001, p. 6) called cultural ‘cement’ which he says takes the form of shared purposes, values and commitments which tie things or people together so that all parts work in harmony.

However, the infra-structure of the school was both an enhancing and an inhibiting factor, though, in this section, I focus on the former. The fact that teachers had enough space to have offices of their own, as alluded to earlier, was a very enabling factor. Again it was TL2 who mentioned this during his interview with me about the school “*is its size, it’s a big school*” which allowed him to work without getting distracted especially when he was marking “*I don’t want to sit around other people*” (TL2, II).

4.7.2 Culture of committees and delegation

The school had a strong culture of committees which helped run the school smoothly. TL2 conceded that: “*We have a smooth running school whether the principal or the SMT are here*” (FGI). According to Sergiovanni (2003b, p. 14), “Culture is generally thought of as the normative glue that holds a particular school together”. This alludes to the notion of cultural ‘cement’ which I mentioned earlier.

The culture of having committees and the delegation of duties was undeniably an enhancing factor in the advancement of teacher leadership in this school. The teacher survey revealed that 95% of the teachers took initiative without being delegated duties. Grant (2012) asserts that

“the practice of teacher leadership involves a bi-lateral and reciprocal relationship between the principals and the teachers” (p. 64). In line with this view, TL1 described how “*we are practicing teacher leadership ...we are able to acknowledge each other’s skill in various committees...we don’t elect because it is known...such a person is alright*” and at this school, “*we have a strong committee culture*” (FGI). TL3 felt that teacher leadership existed in the school because teachers were “*leading in those committees...not necessarily the whole institution but in specific small committees*” (II). All the teacher leaders who participated in the study felt that delegation and growth of leadership delegation was really a positive aspect in the school.

During the focus group interview, TL2 and TL3 cited one of the younger teachers in the school who has excelled in unbelievable ways within the assessment and examination committee. Thus, for the responsibilities “*of leadership of committees we do not necessarily look for experienced educators*” (TL2, FGI). This demonstrated that the principal was willing to take the risk of allowing the young inexperienced teachers into leadership positions.

Delegation of duties within the committees was a strong element. During a staff meeting which was mainly about the project of building the school hall, the principal of the school started by giving the report of the SGB meeting on the matter. Then he asked the projects committee to “*make possible suggestions for the project*” (O, 02 May, 2013) and several of the committee members, including TL3, gave some suggestions. Through these examples, it became clear that the principal was able to advance the leadership of others through delegation. He allowed growth without meddling. TL3 was of the opinion that even though leadership was delegated “*basically it enhances the position of any person in a leadership position*” (II). Grant (2010) in her thesis concurs that this kind of distribution of leadership, albeit the fact that it is initiated from a hierarchical system, “allows for multiple leaders who work with others in interactive ways within a fairly supportive situation” (p.309).

4.7.3 Room for initiative

The management of the school allowed the teachers room to take initiative. The fact that the SMT and, in particular, the principal created this space was evidenced in one of the staff meetings I observed (O, staff meeting 2, 02 May, 2013). My field notes read that *“During this meeting the principal almost completely gave the responsibility of raising funds for the building of the school hall and the subsequent planning to the staff, chiefly to the committee”*. This committee was elected for this purpose by the staff. This was further evidenced when TL1 mentioned: *“the change in the uniform, the computer lab, the assistance with former learners”* (JE2; II) was allowed by the management. TL2 also engaged in initiatives such as *“introducing cricket, creating the vision and mission statements of the school”* and also came up with the idea of *“creating a school magazine”* (JE2; II).

4.7.4 Culture of hard work

In my observation I noticed that besides allowing room for initiative, the school has a general ethos of hard work amongst the teachers. According to the school’s analysis of the Grade 12 results (D1), the school has generally had a good pass rate which is on average 70%. Although this may not sound very good, this percentage is well above average for most black schools in the Eastern Cape. Not only are the school’s Grade 12 results good in terms of quantity of passes, but also in terms of quality. Some of the matriculants qualified to study medicine in Cuba. During a focus group interview, TL3 reported, *“Because of the presence of teacher leadership in our school, we are able to follow up with those kids; now they are in Cuba some of them”* (FGI). In 2014, at the time of my research, two former learners who had passed in 2013 were sent off to study medicine in Cuba. This supports TL3’s claim, *“We didn’t just throw [learners] away as teachers after they left school”* (FGI). Katzenmeyer and Moller (2009, p.9) say teacher leaders are described as *“hardworking, involved with innovation, motivating students with a variety of abilities”*. In the same focus group interview, TL2 expressed his commitment to his learners, *“I feel a sense of responsibility, a great sense of responsibility when I think about my learners”* (FGI). As a matter of fact, this sense of responsibility I found in all the staff. TL3 and the others were of the opinion that the teachers put in a lot of *“extra effort into classes ...use their extra time...sacrifice to come and help the learners...their positive attitude has*

shown results in the previous years”(TL3, II). Hard work was indeed put in by teachers, especially for the Grade 12s as the results at that level are an indicator of the efficacy of the school leadership and management.

However, some of this hard work did not pay off very well and some of the initiatives did not develop to their full potential due to some very real hindering factors to the leadership by teachers at the case study school.

4.8 Factors hindering teacher leadership

Two of the main hindering factors that constrained teacher leadership in the case study school were the dearth of resources and the lack of support and acknowledgement from the relevant quarters.

4.8.1 Resources and infra-structure

My three primary participants felt that their leadership was stunted very often by the lack of resources. TL2 mentioned why his initiative of growing Cricket at the school did not really take off: *“It is barely functional ... It’s a Cinderella sport...still not included in the school’s budget”* (II). TL2 felt that cricket, despite its status in the country, was not given the recognition it deserved as a school sport. TL2 was of the view that the township and rural schools in the area did not usually have this code and the only *“legitimate opponent is the white school ...they have refused to play against us”* (JE2). Apart from the lack of opposition a further stumbling block was that the playing grounds were not really there and the playing gear was *“depleted and the school cannot afford to replace the items”*. TL2 was concerned that *“the future of the game looks bleak”* (JE2).

TL3 was of the view that while the infrastructure of the school was not bad, it could be improved. However, because the school was located in a previously disadvantaged community, he was of the view that “*your full potential is hampered by the absence of equipped laboratories...libraries*” (II).

TL1 also raised the lack of financial support as a barrier to her leadership: “*The admin does not bother to support us financially and that is the kind of support that is expected*” (JE3). TL1 was concerned that the lack of such support derailed participation in the choral music competitions which she headed. TL2 felt: “*What is the point of saying to educators they must establish debating societies, dramatic societies and things if you are not going to be supporting such endeavours with necessary funding? It is sometimes called lip-service*” (JE5). Though this could suggest that leadership still rested in the position of the principal, I argue in the words of Frost and Durrant, that,

The problem remains that power is not distributed equitably, but we take a pragmatic stance in which it is considered inevitable that headteachers have more of a grip on the levers of power and that the building of organisational capacity rests on their ability and willingness to use their power to that end(2003, p. 182).

4.8.2 Lack of support and acknowledgement from all stakeholders

TL2 felt strongly that lack of support from both colleagues and administration “*stifled potentially rewarding initiatives by staff members, individually and collectively ...by squabbles between clerk and educator*” (JE5). This happened during several initiatives that TL2 had been involved in previously. The other example TL2 cited was when the production of the school magazine was obstructed in a similar manner:

It did not survive for long. We produced only two editions and then I had to abandon the project because the clerk here refused to give me access that I needed...I abandoned the project because I did not get support and I felt badly about that (TL2, II).

When I asked TL2 if it was not possible to re-initiate the project his answer was: “*You can sense a bitter taste from the previous experience. We used to fight battles here with the clerk*”

(II) though he admitted that the magazine was something that was always at the back of his mind. Harris (2004), in her discussion of distributed leadership suggests some factors which I considered to be barriers to teacher leadership. She pointed to “major structural, cultural and micro-political barriers operating in schools” (Ibid., p. 19). In his cricket and school magazine initiatives, TL2’s work was hindered not only by his “*colleagues’ uncooperative attitude*” (JE5) to support him but also by the management’s failure to fund these projects. Barth (2001) suggests, “Colleagues can often be the greatest obstacle to change. They can oppose new ideas, hamper enthusiasm, block discussions and discourage problem solving” (in Phelps, 2008, p. 122). Similarly, TL2 also picked up on the lack of support from colleagues within his English department when they said to him: “*We are too busy to spend time on extra-mural activities*” (JE5) like debating.

In addition to lack of support, TL2 sensed that “*people do not quite accept me*” (II) which he put forth with a lot of despondency. This is similar to the findings of Troen and Boles (1994, p.41) who suggest that “When teacher leaders emerge...they encounter resistance...from other teachers” they might be saying ‘who does he think he is?’” The other hindrance that TL2 cited was favouritism which elevated some initiatives above others. The example TL2 quoted was the huge amounts of money the school spent on the choir “*with scant regard for expense*” to feed it “*special diets*”, “*numerous mini-bus taxis are hired*” and “*the conductor is paid handsomely*” (JE5).

TL3 alluded to the same issue saying that teachers “*do not participate in extracurricular activities ...have to work as a skeleton staff*” (II). Normally these extra-curricular activities occurred on Saturdays but teachers found themselves engaged in personal matters and so were unavailable to offer assistance.

TL3 was the linking teacher between the case study school and the feeder schools in and around the town where the case study school was situated. He explained how these feeder schools had to maintain stringent pass requirements in order to access the high school and cope with the level of understanding required. However, most often the feeder schools let the learners pass

even if they were not quite up to it and this caused friction between the schools. TL3 believed that “*People feel that we are imposing on them...in terms of their progression...looking at their requirements at FET level*” (II). TL3 also touched on the lack of support from parents and also the lack of interest from learners as being stifling factors: “*Lack of seriousness and ill-discipline on the part of the learner...lack of parental involvement is demoralising*” (JE1).

In addition, TL2 highlighted that teacher-led initiatives needed to be acknowledged by staff:

I am involved in speech contests...I have taken learners to play football at provincial level...they won a set of blue jerseys...I welcomed a school here for cricket ...I sit here alone, totally alone...I don't get credit for that either...the principal showed appreciation ...not anybody else (II).

Here things seem to be taken for granted and appreciation was not given where it was due.

4.9 Conclusion

This chapter emerged out of the analysis of the enactment of teacher leadership by the three participants at the case study school. Having engaged with the data collected, I close by saying that the environment of this school is highly enabling for teacher leadership. Chapter Five, the concluding chapter, offers a cross participant analysis of the findings of the case study. Thereafter, it offers a comparison to the UKZN study. It also critiques Grant's (2008) Model of teacher leadership. Ultimately it considers the limitations of the study and makes recommendations for further research.

CHAPTER 5

DISCUSSION OF FINDINGS

5.1 Introduction

In Chapter Four, I presented and discussed the data of my investigation. For analysis I used the Grant (2008) Model as my analytical tool. I also did thematic content analysis where I elicited the themes that emerged from the different data sources. My presentation displayed the work of the three teacher leaders, my primary participants, the scenario in which they performed their work, the perceptions of them and their colleagues on the issue of leadership and teacher leadership in particular, as well as the factors that enabled them to lead effectively or perhaps hindered them from leading effectively.

In this chapter, I present a cross participant analysis of the findings in response to my two research questions; I compare my findings with those of the KwaZulu-Natal study that I replicated. I discuss the limitations of this study which would include a personal reflection of my journey in this research as a novice. I also critique Grant's (2008) Model with a view to improving it. Finally I make recommendations for teacher leadership practice and for future research. I now move to my cross-case analysis.

5.2 Cross participant analysis of the findings

My investigation was guided by two research questions: How is teacher leadership enacted at the school of my research? What factors enhanced or hindered the enactment?

To answer the first question, I discovered that each of my three participants led in all four zones of the model, and that the only similarity in their work was that they all showed leadership in Zone One, albeit in differing degrees. Otherwise each teacher led in their own area of leadership

when it came to the other three zones of the model. This meant that there was diversity of interest and leadership amongst the three teachers at the case study school.

In Zone One which has to do with leadership in the classroom, TL1 who is a language teacher, introduced Tourism which she was teaching without qualifications but with very good results. TL2 led as an English teacher with excellent results in Grade 12, while TL3 had good results too as a Life Sciences teacher.

In Zone Two, the area of whole school curricular and extra-curricular activities, TL1 did team teaching with other language teachers. She introduced typing as a subject and also engaged in a project to get computers for the school. TL2 fared extremely well too in this zone as he introduced cricket in the school, headed sport for many years and was still working as if he had a mandate. In addition, he was head of the Debating Teams and achieving great success there with his teams. TL3 on the other hand was the curriculum leader for his subject. He introduced a revision strategy for Grade 12 which led to the improvement of results from 30% levels to 75% in 2010 and 84% in 2011. He also helped fellow Life Sciences teachers in teaching certain sections of the subject.

In Zone Three, the area of whole-school development, TL1 exhibited great leadership when she initiated the change of the girls' uniform while she was also placed in charge of registration of Grade 10 and 11 learners, a task officially reserved for the principal or members of the SMT. TL2, on the other hand, crafted the school's vision and mission statements, while TL3 was always trusted to draw the school's revision time-table. This teacher leader extended his leadership to the non-teaching staff where, as someone with technical training, he would help the workers with technical work pertaining to the maintenance of the school.

In Zone Four which has to do with networking with outside stakeholders and other schools, TL1's computer literacy programmes benefited the community and ABET students. She assisted the school's former learners to access information regarding further education. As an

SGB member, she reported to have been involved in handling disputes regarding a principal's post and one about a teacher who had cheated on her qualifications. TL2 was a cluster leader and one who would even mentor a teacher of a neighbouring school which was starting Grade 10. In addition, he was a SADTU site steward and very active at that. TL3's leadership in Zone Three entailed his networking with feeder schools to organise admissions for the following year.

Turning to the second research question, although all three teachers seemed to lead effectively, they did encounter a few inhibitions to their work. TL1 recorded that she encountered some back-biting from colleagues in her school uniform venture yet she remained resilient in the face of opposition. TL2 never got support from colleagues in his cricket initiative and this code was overlooked when it came to funding and provision for proper infrastructure. TL3 felt that for his subject, the laboratory was not well equipped.

Having said that, my investigation discovered that there were more enhancing factors than inhibitors at the case study school. The school's infrastructure was mostly good and provided teachers with personal space. Its close proximity to the community also offered great convenience. According to the data, the school had a culture of hard work, committees and delegation. In addition, there was room for initiative as can be seen by the fact that each of the three participants had one thing or another that he/she had successfully initiated in the school.

On the grounds of these facts, I came to the conclusion that the kind of teacher leadership that existed in the school of my investigation was 'developed' (Muijs & Harris, 2007). 'Developed' teacher leadership is when a school shows high levels of leadership. This kind of leadership exists in a very enabling environment where there are very few hindrances. A 'developed' teacher leadership school is one where the enhancing factors are more than the inhibiting factors and where there is shared vision in the school. Frost (2003) describes it as a school where the SMT supports and recognises the potential for leadership in its teachers and then creates internal structures and conditions conducive to teacher leadership. On the other hand, a school with the 'emergent' type is where teacher leadership exists but in the midst of less

enhancing factors and more inhibiting factors. On the extreme end, a school categorised as 'restricted' has very little teacher leadership especially in the area outside the classroom, Zones Two, Three and Four of the model. This type exists in the midst of too many inhibiting factors and very few enabling factors. Thus it is stifled.

The fact that the school had a culture of hard work, committees and delegation, suggests that the three teacher leaders were not the only teacher leaders in the school but that teacher leadership was organisation-wide. It can also be inferred that a culture of trust existed in the school because teachers were given room to engage in their initiatives. The feedback from the survey questionnaires completed by all the teachers which measured the trust of the SMT in their ability to lead showed that they all believed that the SMT had complete trust in them.

As well as being a case of 'developed' teacher leadership, it also provided a good example of what Gunter (2005) calls dispersed distributed leadership. Gunter (2005) characterises distributed leadership as authorised, dispersed and democratic. Authorised distributed leadership is where work is distributed from or by the principal to his subordinates by delegation. Dispersed distributed leadership is more autonomous, bottom up and emergent (Gunter, 2005). In this case it refers to a situation where responsibilities are not delegated but take place without the formal working of the hierarchy. This is acceptable because of the skills, knowledge and personal attributes of those members of the individual who takes on leadership roles (Gunter, 2005). Teachers worked collaboratively and in an environment of trust where they were able to share their skills. Democratic distributed leadership has to do with leadership which is also 'emergent' but, in addition, it works towards democratisation and deals with issues of inclusion and exclusion. The culture which permeated my case study school was one of collaboration and trust which enabled the emergence of teacher leadership. However, the illustration of teacher leadership enactment which emerged did not deal with issues of social justice, inclusion and exclusion specifically and so therefore I believe it represented a case of dispersed rather than democratic distributed leadership.

I now consider the case studies carried out by the UKZN students during 2009 and compare them with the findings of my case study. Though this was not the original focus of my study this section attempts to make comparisons with the replicated study.

5.3 Comparison with the Kwazulu-Natal study on the enactment of teacher leadership

As already discussed, the KwaZulu-Natal study which we replicated was conducted by 11 researchers at the University of KwaZulu-Natal. The types of schools that were used for case studies were varied and diverse. They were a rural primary, a rural secondary, a township high, an urban primary, a semi-urban primary, a semi-urban secondary and an FET college (Grant, 2010).

5.3.1 The enactment of teacher leadership

As in my case, the first research question of the original study was: How is teacher leadership enacted? The findings of the UKZN study were as follows: in four of the schools the kind of leadership that existed was the 'restricted' type where leadership was confined to Zones One and Two of The Model. These were a rural primary, a rural secondary, a township high and an urban primary school. Power was found to be firmly in the hands of the SMT. This is a very elementary stage of teacher leadership. In one of the semi-urban primary schools teacher leadership was found to be 'emergent' as it prevailed in all four zones. Only two schools were found to have a 'developed' kind of leadership, the one that resembles that of my case study school. Both schools were semi-urban; Gunkel's (2010) was a primary school while Moonsamy's (2010) was a secondary school. Although both cases were examples of 'developed' teacher leadership, I have chosen to compare my case with that of Moonsamy because they both are cases of teacher leadership enactment in secondary schools.

In Moonsamy's (2010) study, she found that in her case study school teacher leadership was enacted in all the four zones of the Grant's (2008) Model of teacher leadership. However, it

was much stronger in Zones One and Two whilst in the other two zones the enactment of teacher leadership was not so very prominent. Compared to this in my case study school I found that the enactment of teacher leadership was almost evenly spread out. This indicated a more balanced distribution of teacher leadership.

I now compare and contrast the factors that hindered and enabled the enactment of teacher leadership in the two schools.

5.3.2 Hindering and enhancing factors

When it comes to hindering factors, there were no similarities between the schools categorised as ‘developed’ across the two geographical contexts. Stumbling blocks to the enactment of teacher leadership such as a hierarchical school structure, time limitations and autocratic leadership were reported in the KZN School but these were not mentioned in my case. In addition, an egalitarian ethos was raised as a factor in the KZN case. What my participants did mention instead, was that they were not appropriately supported and acknowledged in their endeavours. They also mentioned a lack of certain resources and infra-structure as inhibiting factors.

In comparing enhancing factors, Grant’s (2008) Model of teacher leadership suggests that a collaborative culture, distributed leadership and associated values are important pre-requisites for teacher leadership to take place. Both Moonsamy’s (2010) and my case study school meet the first two of these pre-requisites. In Moonsamy’s case there was a collaborative culture and delegated authority. Similarly in my case study school, I found a culture of committees, delegation and participatory decision-making.

In the KZN school (Moonsamy, 2010); the teachers had confidence to lead as they were lifelong learners. In my case study school, the staff reported that the SMT had trust in their ability to

lead, which then naturally gave them confidence to do so. Proof of this was that in my case study school there was enough room for initiative. The difference here is that in the KZN School there was the notion of lifelong learning, a notion similar to that advocated by Senge (1990), whereas in my case study school this was not evidenced.

In her study, Moonsamy (2010) reported that there was representative power of democratic structures where the principal devolved power. This too existed in my case. There were democratic structures such as strong Union representation of the staff, existence of various committees and involvement of one of my participants in the SGB, in addition to participatory decision-making that I have already alluded to.

Like in the KZN case, availability of resources proved to be an enabling factor, though in my case they were also limited in some instances and thus proved to be a hindrance.

It is gratifying to know that the pre-requisites that Grant's (2008) Model lays out are actually the foundations of the enhancing factors in both schools. As we have seen, the inhibiting factors were diverse which suggests that they are not universal, unlike the enhancing ones. It is also important to note that, in Grant (2010) where she summarises all the findings of the 11 researchers in the UKZN study, there were many more inhibiting factors than enhancing factors. In my opinion, this vindicates Grant's recommendation that where there are the pre-requisites, teacher leadership is likely to thrive in any school.

The context and setting of the Eastern Cape school with reference to the one I interacted with there is more of a dispersed distributed leadership (Gunter, 2005). There were examples though of a mix of all three distributed leadership types, namely authorised, distributed and democratic as the situation and leadership activity changed. In the Eastern Cape context, the principal of the case study school decentralised his authority allowing the teachers to exercise their leadership capabilities.

Having made comparisons to the UKZN case study which was most closely linked to my case study school, I now take a closer look at Grant's (2008) Model and make some suggestions to revisit the model.

5.4 Critique of the Model

As the theoretical framework for the study, Grant's (2008; 2012) Model served the purpose of giving me the pre-requisites of teacher leadership and a general perspective of teacher leadership practices in the case study school. It also provided a very useful analytical framework against which teacher leadership of the case study school could be analysed. Teacher leadership roles were mostly identified using the zones and roles of the model. The Model captured the way teacher leadership was enacted at the case study school. I was able to identify the four zones and associated roles of teacher leadership exhibited by the three teacher leaders namely in the classroom (Zone One), working with other teachers mainly related to co-curricular and extra-curricular activities (Zone Two), working in the whole school in whole school development (Zone Three) and finally in networking with neighbouring schools (Zone Four). Thus The Model gave a clear picture of the similarities and differences in the way teacher leadership was enacted by the three teacher leaders making sense of the data gathered.

Nevertheless, The Model did not fully capture some of the practices of teacher leadership. When analysing TL1's practice of helping learners who had already exited the school, to make some career choices and assistance in completing forms from tertiary institutions, I placed it in Zone Four with the inference that it was a practice that extended into the community as the learners were now members of the wider community. However, it was an uneasy placing as it was not clearly captured in the zone. This is because Zone Four does not take cognisance of this practice and limits it to the practice of teacher leadership as interaction with the community, in the sense of providing curriculum development across schools in the community at circuit/ district/ regional/ provincial levels. It also encompasses the mutual learning and rapport amongst teachers in neighbouring schools. In essence the practice by TL1 of assisting the learners did not have a clear cut position in The Model. So I propose that a new role (Role Seven) be placed in Zone Four which accommodates the social need of ex-students and also

includes pastoral care in this role. This suggestion will extend the scope of Zone Four to accommodate the social issues in the community.

Another area of The Model that did not fully grasp the practice of teacher leadership was Zone Three. This zone focuses on whole-school development and leadership activities pertaining to organising and leading peer reviews and also participating in school-level decision-making. Again TL1 did some management related duties, mainly delegated to her by the principal, and she also volunteered to do so because she had office practices in her arsenal of qualifications. I therefore suggest that The Model include management practices as Indicator Six in Role Six of Zone Three. The descriptor of this indicator could be 'participation in management related activities through delegation and/or volunteering'.

I believe that The Model needs to be revisited and some amendments made to capture a wider set of practices that may be encountered in further research carried out in the country and globally.

I move on to discuss the limitations of the study.

5.5 Limitations of the study

As a novice researcher I found the prospect of doing this research quite intimidating, especially at the beginning stages. Some of my fears were allayed when as the MEd (ELM) cohort of 2012; we sat down with our supervisors and charted our way forward. The plan we came up with was to work as a group on the topic of the enactment of teacher leadership in the Eastern Cape schools. The group idea was both exciting and intimidating at the same time. I was glad that we would support each other in the journey that lay ahead but was also concerned that my views might fall by the wayside in trying to conform to the group. Nevertheless, soon enough I realised that when the tools were designed for the research it was a burden halved by being a

burden shared. We collectively designed the tools and they were approved by our supervisors. The group discussions gave us opportunities to brainstorm on the possible approaches to conducting interviews which, as a novice researcher, was a daunting task. We had sessions where we practiced our charms as interviewers with some howlers along the way! That was the fun part.

However, once the research started in earnest the group did not remain gelled and it seemed that we took our separate journeys. This led to several members of the group dropping out on the way. Though we tried to regroup and get the momentum going once more, it proved quite fruitless. So, to date, only four of the original nine case studies have been completed and our post-MEd work will be to look closely at the Eastern Cape case studies and compare them with the KZN studies.

The other primary limitation to my study was the fact that I was the deputy principal of the school. Therefore the possibility of bias existed. However, to minimise the impact of bias, the design of the research using several tools improved the validity of the data gathered. This meant that there was ample triangulation in the analysis of data. In essence the evidence did not lie!

I now make some recommendations for further research.

5.6 Recommendations for further research

I have gone through the journey of this research and found some gaps which could be areas that could be further researched in the area of teacher leadership. As it is a practice that has not got its deserved space in the leadership dialogue in the South African context, it is well worth improving on.

The first recommendation I would make is to research on the impact of the enactment of teacher leadership on pastoral care within the classroom and outside the confines of the school and into the communities. I believe that pastoral care is one of the aspects that need attention and this could be in the bounds of the classroom or outside its confines though Morrow (2007) contends that, “the job of the teacher is to teach, that is their distinctive contribution to development” (p.207). He further argues that teachers’ responsibilities do not have a welfare function which makes it difficult to concentrate on their primary responsibility ‘teaching’. Having said this, I realise that the society that we are in has several societal problems which affect the performance of the learners. It is my belief that, as teacher leaders, we should become social workers to some extent. Societal issues do impact on the performance of the school and teacher leadership needs to squarely address this.

The second recommendation that I make is something very close to my heart which even makes me both excited and emotional all at one. I propose that the cohort from UKZN and the cohort from Rhodes converge and write up papers or even a book charting our experience to ensure that the case studies and the comparisons between the two provinces are documented.

In conclusion, I have changed from being a Science teacher to a student of learning academic language and writing as such. I have also learnt a lot about my case study school which I never knew existed before this research was conducted. In particular, recognising teacher leadership for what it is and giving it its rightful place at the case study school. I am sure I will be able to recognise teacher leadership wherever else I may work as a teacher. Leadership can be practiced by all teachers in schools and principals should practice distributive leadership.

In closing, I end with a quotation which captures the importance of teacher leadership. Teacher leadership, according to Muijs and Harris (2003, p.445), “reclaims school leadership from the individual to the collective, from the singular to the plural and offers the real possibility of distributed leadership in action!”

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APPENDICES

APPENDIX 1 – Letter from supervisors



RHODES UNIVERSITY
Where leaders learn

EDUCATION DEPARTMENT

Tel: +27 (0) 46 603 8384

14 March 2013

TO WHOM IT MAY CONCERN

Request for permission to carry out a research study

We have a group of 11 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:

Prof. Hennie van der Mescht, Tel: 046 6038384, Email: h.vandermescht@ru.ac.za

Prof. Callie Grant, Tel: 046 6037508, Email: c.grant@ru.ac.za

Yours sincerely

A handwritten signature in black ink, appearing to read 'H. van der Mescht', with a horizontal line underneath.

APPENDIX 2: Letter of consent

Enq: D.M. John
Cell: +27825344622
Email: kurungazhajt@gmail.com

14 March 2013

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 **Case Study School** for my research study which I plan to do from 08th April to 24th June 2013. I would like to work with you to conduct a 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.

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.

Yours sincerely

D.M John (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

.....

.....

APPENDIX 3: Request for permission to carry out a research

Enq: D.M. John
Cell: +27825344622
Email: kurungazhajt@gmail.com

14 March 2013

To: The Principal
Case Study School
Eastern Cape
South Africa

Dear Sir

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 08th April to 28th June 2013. I would like to work with you as the principal and 3 post level 1 teachers in your school.

I also need to address the staff once to put them into 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
Ciliate: 046 6037508 email: c.grant@ru.ac.ca

Yours sincerely

.....

Mrs D.M John (Researcher)

APPENDIX 4: School Profiling

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		3		4		5		5+	
---	--	---	--	---	--	---	--	---	--	----	--

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

○ Teacher / learner ratio: _____

- School Quintile

1	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 raiser? 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 5: Survey 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.				
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 a				
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 effort!

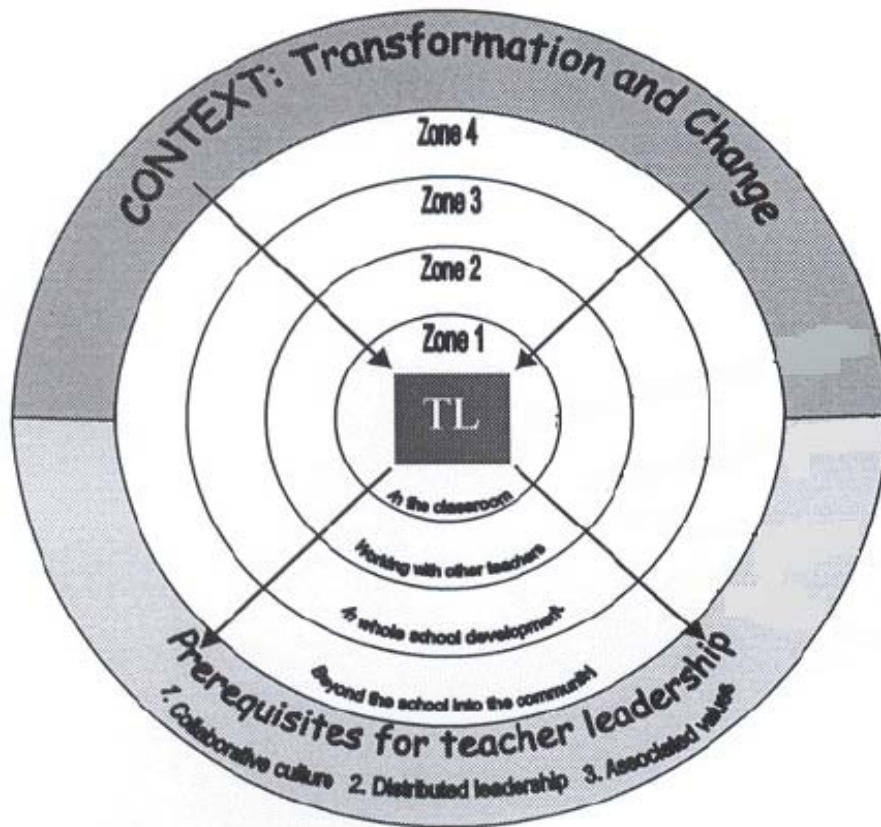
APPENDIX 6: Focus group interview

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? Why?
2. Have you ever come across the term “teacher leadership”? If yes, what do you understand by the term? If no, then what do you think it means?
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 7: Grant's (2008) Model



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

APPENDIX 8: Guided questions for Journal entries

TEACHER LEADER JOURNAL ENTRIES

Journal Entry 1

1. Tell me a little 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 around here’?

3. I have identified you as a teacher who has demonstrated leadership in the school. Think about yourself as a teacher leader:

- i) What do you understand the term ‘teacher leader’ to mean?
- ii) Describe one or two examples of situations where you have been able to take the initiative / introduce a new initiative in your school.

Journal Entry 2

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

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

Journal Entry 3

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

- i) in your classroom
- ii) working with other teachers in curricular/extra-curricular activities
- iii) in school-wide issues
- iv) networking across schools or working in the school community

Journal Entry 4

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

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

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

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

Journal Entry 5

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!